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ABSTRACT

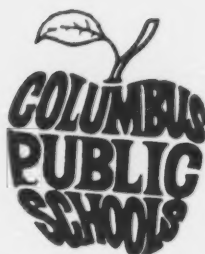
This study evaluated a program of strategies and coordinated services designed to increase safety in the Columbus (Ohio) district schools. In the 1991-92 school year, the Home-School-Community Agents (HSCAs) and Safety-Security Specialists (SSSs) programs were merged and together they concentrated on the following goals: (1) safe and secure school environments; (2) liaison among schools, parents, and the community; (3) safety for students enroute to and from school; (4) liaison among parents, students, and the community to promote adjustment of disruptive pupils to the school environment; (5) liaison among schools, the police, and courts; and (6) keeping appropriate records. The merged program served 485 students, was staffed by 19 HSCAs and 9 SSSs, and was based in 15 high schools and 12 middle schools. The evaluation focused on the in-depth services provided to disruptive pupils. Of the 173 students who completed pretests and posttests about their attitudes, 53.2 percent showed improved school-related attitudes. Of all of the students served by the program, 57.7 percent were rated by their case-workers as having derived some benefit from the program. An evaluation of a home-school liaison component of the program found that program objectives were achieved. Overall, the merger of the two programs was generally successful. Fifteen tables are included. Three appendixes contain operational objectives and activities, eight figures showing dropout probabilities by grade, and the study instruments. (JB)

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FINAL EVALUATION REPORT
HOME-SCHOOL-COMMUNITY AGENTS
AND
SAFETY AND SECURITY SPECIALISTS
MERGED PROGRAM

1991 - 1992



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FINAL EVALUATION REPORT
HOME-SCHOOL-COMMUNITY AGENTS
AND
SAFETY AND SECURITY SPECIALISTS
1991-92

ABSTRACT

Program Description: The Home-School-Community Agents (HSCA) and Safety-Security Specialists (SSS) programs were merged in the 1991-92 school year to increase coordination of services. The merged program concentrated on six operational objectives: (1) safe and secure school environment, (2) liaison with parents and community, (3) safety to and from school, (4) liaison with parents, students, and community to promote adjustment of disruptive pupils to the school environment, (5) liaison with police and courts, and (6) keeping appropriate records.

Time Interval: The merged program started on August 31, 1991, and continued through the 1991-92 school year. The program was implemented by 19 HSCAs and nine SSSs based in 15 high schools and 12 middle schools. Services were not limited to the base schools but were district-wide.

Activities: All 19 HSCAs and seven of the nine SSSs had a case load of pupils identified as disruptive. The agents/specialists worked with these pupils on an in-depth basis as part of the fourth operational objective (see Program Description above). Case load size varied, but was typically five pupils for SSSs and 20 for HSCAs.

Evaluation Objectives: Evaluation objectives centered on the in-depth services provided to pupils selected for HSCA/SSS case loads. Evaluation Objective 1.0 called for a minimum of 50% of the selected pupils to show a more positive attitude in school-related matters, and Evaluation Objective 2.0 called for a minimum of 50% of selected pupils to demonstrate a positive adjustment to those elements which interfered with their success in school. Evaluation Objective 3.0 was that the HSCA/SSS would serve as a home-school-community liaison to promote understanding and provide assistance for the adjustment of pupils to the school environment. Criteria for Evaluation Objective 3.0 were that 80% of the selected pupils and 80% of staff who had referred the selected pupils would perceive that this role had been accomplished.

Evaluation Design: The evaluation design called for the collection of data using the Demos D Scale (provides a measure of pupil attitudes in four areas, and also predicts the probability of dropping out of school), Pupil Entry Information Sheet (provides individual pupil data on those elements obstructing pupil achievement), Pupil Census Form (provides pupil information and the HSCA/SSS's ratings of pupil progress), Pupil Questionnaire (provides pupils' perceptions regarding the HSCA/SSS's activities), HSCA/SSS Program Survey (provides school staff perceptions regarding the role of the HSCA/SSS), and HSCA/SSS Daily Log for Evaluation Purposes (provides documentation of HSCA/SSS's activities).

Major Findings: Pupil Census data were available for all 485 pupils who were served in the HSCA/SSS case loads over the 1991-92 school year. Pupil Entry data were available for the 424 pupils who comprised the initial case loads. Complete pretest and posttest data on the Demos D Scale were available for 173 pupils. The number of pupils responding to the Pupil Questionnaire was 239.

Of the 173 pupils in the sample for the Demos D Scale, 92 pupils (53.2%) demonstrated an improvement in school-related attitudes. Since this surpassed the criterion for Evaluation Objective 1.0 (improvement of attitude by 50% of pupils), Evaluation Objective 1.0 was attained. Improvements in the following areas were found to be statistically significant: attitudes toward education, attitudes toward school

behavior, and total score at grade 11; attitudes toward teachers, attitudes toward education, and total score at grade 12; and attitudes toward education for the average across grades.

Evaluation Objective 2.0 had two criteria: identification of elements impeding pupil achievement (referral reasons), and evidence of positive adjustment by at least 50% of the pupils. A pupil could be referred to the program for one or more reasons. Of the 424 pupils in the initial case loads, 334 (78.8%) were referred for two or more reasons. The four most frequent referral reasons were poor grades, peer conflict, poor attitude, and disruptiveness. Of the 485 pupils served in case loads during the year, 280 pupils (57.7%) were rated by their HSCA/SSS as having derived some benefit ("Improvement" or "Marked Improvement") from the program in relation to their original referral reasons. Evaluation Objective 2.0 was attained.

Evaluation Objective 3.0 was to serve as a home-school-community liaison to promote understanding and provide assistance for pupil adjustment to school. Separate surveys were administered to 239 pupils in the program and to 233 school staff members who had referred pupils to the program. Both surveys had a criterion that 80% of the respondents perceive that this objective was attained. Well over 80% of the surveyed pupils responded in the affirmative to items related to this objective. In the staff survey items related to this objective were rated in a positive direction, but generally did not approach the criterion of positive ratings by 80% of the group. Therefore only one of two criteria was attained for Evaluation Objective 3.0.

The staff survey provided additional information related to the Operational Objectives of the program. While analysis regarding Evaluation Objective 3.0 (above) was confined to those respondents who had referred pupils to the program, analysis regarding the Operational objectives drew upon a wider base of respondents. The sample for this survey consisted of 6 police officers in the Juvenile Investigative Unit, 26 HSCA/SSSs, 141 school administrators, and 280 non-administrative school staff, for a total of 453. Survey items were introduced with the stem "The HSCA/SSS have been effective in:" and were rated on a five point scale where "Strongly Agree" equaled 5 and "Strongly Disagree" equaled 1. The average ratings in regard to the six Operational Objectives were: (1) safe and secure school environment (one item) 4.3; (2) liaison with parents and community (two items) 4.3 for parent contact and 4.1 for contact with community agencies; (3) safety to and from school (one item) 4.3; (4) liaison with parents, students, and community to promote adjustment of disruptive pupils to school (four items) 3.9 for counseling, 4.0 for positive adjustments to school, 3.8 for referral to school staff/programs, and 3.8 for referral to community agencies; (5) liaison with police and courts (one item) 4.2; and (6) keeping appropriate records (one item, rated by HSCA/SSSs and administrators only) 4.3.

Each HSCA/SSS documented his/her daily activities during three randomly selected weeks during a period of 18 weeks. An average HSCA/SSS work day included 2.1 hours consulting with or assisting building staff, 1.7 hours in student conferences (averaging 12.3 students a day), 0.6 hour observing/assisting at bus stops, 0.5 hour transporting students (averaging 1.5 students a day), 0.5 hour in home visits or home checks, 0.3 hour of in-school parent conferences, 0.3 hour making student referrals to other school staff, 0.2 hour consulting with or assisting a bus driver, 0.2 hour involving incidents that required filing incident reports, 0.1 hour referring students to community agencies, and 2.1 hours miscellaneous. Each HSCA/SSS, on the average, filed one incident report per five day period, involving such matters as weapons, assaults, drugs, theft, and vandalism.

The merger of the HSCA and SSS programs appeared to be generally successful. The following recommendations are made with the recognition that further program unification for the 1992-93 school year has already occurred: (1) in-depth work with disruptive pupils should continue, and (2) the specialists should be freed from a number of extraneous tasks at the building level.

FINAL EVALUATION REPORT
HOME-SCHOOL-COMMUNITY AGENTS
AND
SAFETY-SECURITY SPECIALISTS
MERGED PROGRAM
1991-92

Program Description

The Home-School-Community Agents (HSCA) program began operating in the Columbus Public Schools in the 1968-69 school year as a project funded by the State of Ohio Disadvantaged Pupil Program Fund. In the 1990-91 school year the program was augmented by adding two HSCA positions funded under the Columbus Public Schools general fund, and in the 1991-92 school year the program was totally funded by the general fund. The 1991-92 school year also occasioned the merger of the HSCA program with another previously existing program, the Safety and Security Specialists (SSS).

The Safety-Security Specialists (SSS) program began operating in the Columbus Public Schools in the 1979-80 school year. It was originally one of several programs funded by the Emergency School Aid Act (ESAA) to aid in the implementation of a court-ordered desegregation plan. The program is presently financed by the school system's general fund.

The HSCA and SSS programs were merged in the 1991-92 school year in order to provide greater coordination of services. The operational objectives (job description) of the HSCA/SSS merged program can be summarized as follows:

1. To assist school personnel in establishing and maintaining a safe and secure school environment.
2. To establish and maintain continuous contact as a liaison between schools, parents, and the community.
3. To assist in providing a safe environment for students enroute to and from school.
4. To serve as a liaison between the school and the school community by identifying and interpreting the needs and resources of the school, the students (identified or referred for HSCA/SSS service), and the community.
5. To act as a liaison between the schools, police, and the courts.
6. To keep appropriate records necessary to perform the duties and activities of a Home-School-Community Agent/Safety-Security Specialist and required by the Columbus Public Schools.

A more detailed description of the program's "Objectives and Activities" for the 1991-92 school year is found in Appendix A, pages 35-39.

The program was staffed by 19 HSCAs and nine SSSs. Agents/specialists were based in 15 high schools and 12 middle schools, and provided services to elementary schools, middle schools, and high schools in their respective areas. The schools at which HSCA/SSS personnel were based are listed below:

High Schools

Beechcroft
Centennial
Briggs
Brookhaven
East
Eastmoor
Linden McKinley

Middle Schools

Barrett
Beery
Crestview
Eastmoor
Everett
Indianola
Linmoor

Marion Franklin
Mifflin
Northland
Independence
South
Walnut Ridge
West
Whetstone

Medina
Mohawk
Starling
Wedgewood
Westmoor

All 19 HSCAs and seven of the nine SSSs had a case load of pupils with whom they worked on an in-depth basis. The size of case load varied, but was typically five pupils for SSSs and 20 for HSCAs.

Evaluation Objectives

Objective 1.0 Of the selected pupils who are served by the HSCA/SSS for the treatment period, 50% of the pupils will show a more positive attitude toward teachers, education, and school behavior.

Objective 2.0 At the culmination of the agent-pupil sessions, 50% of the selected pupils will demonstrate a positive adjustment to those elements of the pupils' lives which interfere with their success in school.

Criterion 2.1 Identification of "disruptive" elements and/or pupil concerns which appear to be obstructing pupil achievement.

Criterion 2.2 Evidence of positive adjustments of at least 50% of selected pupils.

Objective 3.0 To serve as a home-school-community liaison to promote understanding and to provide assistance for the adjustment of pupils to the school environment.

Criterion 3.1 80% of the pupils served will perceive that the HSCA/SSS promoted understanding and provided assistance for the adjustment to the school environment.

Criterion 3.2 80% of the professional staff who referred pupils to the HSCA/SSS will perceive that the HSCA/SSS promoted understanding and provided assistance to pupils in adjusting to the school environment.

Evaluation Design

The evaluation design for the HSCA/SSS Project called for the collection of data in seven areas. Except for the Demos D Scale a copy of each instrument used in the evaluation is found in Appendix C.

1. Pupil Attitude Information

The Demos D. Scale (DDS: Demos, 1970) provides a measure of pupil attitudes and the probability of dropping out of school. The pretest was given during the period of October 23 through November 6, 1991 and the posttest was given in the period of April 27 through May 8, 1992.

The DDS is composed of 29 items that yield four Basic Area Scores and a Total Score. Pupils are asked to rate each item on a 5-point scale that, except for one item, ranges from "nearly always" to "nearly never". Higher scores indicate a poorer attitude and a higher probability of dropping out of school. The four Basic Area Scores and Total Score are as follows:

T (Teachers): Deals with attitudes toward teachers, counselors, and administrators. This area is comprised of 10 items with scores ranging from 10-50.

E (Education): Deals with attitudes toward education, training, and college. This area is comprised of nine items with scores ranging from 9-45.

P (Peers): Deals with attitudes toward peers and parents. This area is comprised of five items with scores ranging from 5-25.

S (School): Deals with attitudes toward school behavior. This area is comprised of five items with scores ranging from 5-25.

Total Score: The text publisher indicates that, based on the results of clinical experience, this is the best predictor of dropping out of school. Scores range from 29-145.

The test publisher cites six uses for the DDS. First, it provides an objective method for obtaining expressions of attitudes related to dropping out of school. The DDS is of special help in working with junior and senior high school students. Second, it identifies students with strongly negative attitudes toward teachers and school, so preventive or corrective work can take place while students still are in school. Third, the instrument can make it possible to alert parents of children who indicate that they may drop out of school. Fourth, data can be provided about students to facilitate the counseling or psychotherapy of problem children. Fifth, data can be used to structure or develop school programs for identifying and working with potential dropouts so schools can be of help in reducing dropouts. Sixth, the instrument can provide a research approach in areas such as dropping out of school, adjusting to school, attitude formation, effective learning, etc.

2. Pupil Entry Information

The Pupil Entry Information Sheet (see Appendix C, page 49) provided individual pupil data on those elements obstructing pupil achievement which formed the basis for assigning pupils to the project. It also identified the person referring the pupil to the project. It was completed by the HSCA/SSS and collected in October 1991.

3. Pupil Census Information

HSCA/SSSs completed a Pupil Census Form (see Appendix C, page 50-51) for each pupil in the evaluation sample. These forms were collected in May 1992. Pupil Census Forms provided individual data on nine items: pupil involvement with the court, number of months in the project, number of contacts with the pupil, number of in-school conferences with the pupil, number of home visits made regarding the pupil, pupil referral to a community agency, and assessment of the pupils' adjustment in three areas: academic improvement, social progress, and final outcome regarding original referral reasons.

4. Pupil Questionnaire Information

The Pupil Questionnaire was used to survey pupils in the evaluation sample to determine their perceptions of the role of the HSCA/SSS in providing adjustment to the home-school-community environment, and to provide evidence of pupils' adjustment to school. The instrument was administered in February 1992. See Appendix C pages 52-53, for copies of the Pupil Questionnaire.

5. Professional Staff Survey Information

The HSCA/SSS Program Survey was designed to determine perceptions of school professional staff regarding the HSCA/SSS role as a liaison between the school and the home and community. It also solicited ratings of the merged program's effectiveness in terms of the program's operational objectives. It was administered in February 1992. Four versions of the survey (see Appendix C, pages 54-65) were produced in order to adapt them to six target groups, as follows:

- All nine members of the Juvenile Investigative Unit, Columbus Police Department
- All 19 HSCAs and 9 SSSs
- All building administrators who had referred pupils for the original Case Load of a HSCA or SSS (n=57), as determined from the Pupil Entry Information Sheet
- All remaining principals and assistant principals (n=142)
- All non-administrative staff who had referred pupils for the original Case Load of a HSCA or SSS (n=124), as determined from the Pupil Entry Information Sheet
- A random sample of non-administrative certificated staff consisting of 100 staff members from each of the six Communities of Schools.

6. HSCA/SSS Daily Log Information

The purpose of the HSCA/SSS Daily Log for Evaluation Purposes (see Appendix C, pages 66-67) was to provide documentation of HSCA/SSS activities. Logs were collected over 18 five-day school weeks in the period from November 4, 1991 through April 3, 1992. Each HSCA/SSS logged activities daily for three randomly selected weeks during the period.

Major Findings

The basic evaluation sample consisted of 485 pupils who were designated by a HSCA or SSS as being in the agent's case load. Of the 485 pupils served, 424 pupils were in the initial case load as determined from the HSCA/SSS Pupil Entry Information Sheets (collected in October, 1991). An additional 61 pupils were added to HSCA/SSS case loads during the school year, as determined from the Pupil Census Forms, which were collected in May, 1992. Pupil Census data were collected for all 485 pupils served, but Pupil Entry data (reasons for referral to program) were collected for only the 424 initial enrollees. In other subsets of the basic evaluation sample, 239 pupils responded to the Pupil Questionnaire, and complete pretest and posttest data from the Demos D Scale were obtained from 173 pupils. The grade level and sex of pupils served by the program (HSCA or SSS) are presented in Table 1.

Evaluation Objective 1.0 required that 50% of the group of selected pupils who were served by the HSCA for the entire treatment period would show improvement in their attitude toward the school environment. The pupils were pretested during the period from October 23 through November 6, 1991 and posttested during the period from April 27 through May 8, 1992, with the Demos D Scale (DDS). The DDS yields four Basic Area Scores and a Total Score which provide data to be compared with the standardization group. The interpretation of DDS scores is as follows: The higher the score the greater the probability of dropping out of school. If it can be assumed that pupils with a high probability of dropping out of school have a poor attitude about teachers and school behavior, a lower posttest score on the DDS should be one indication of a "positive" change in attitude. The test publisher states that the DDS may be

Table 1

Grade and Sex of Pupils in the Basic
Evaluation Sample by Project
1991-92

Grade	Project	Pupils Served	Girls	Boys
3	HSCA	1	0	1
	SSS	0	0	0
	Subtotal	1	0	1
5	HSCA	2	0	2
	SSS	0	0	0
	Subtotal	2	0	2
6	HSCA	53	20	33
	SSS	6	2	4
	Subtotal	59	22	37
7	HSCA	72	32	40
	SSS	9	4	5
	Subtotal	81	36	45
8	HSCA	84	42	42
	SSS	32	10	22
	Subtotal	116	52	64
9	HSCA	80	20	60
	SSS	22	3	19
	Subtotal	102	23	79
10	HSCA	59	18	41
	SSS	9	3	6
	Subtotal	68	21	47
11	HSCA	30	14	16
	SSS	1	0	1
	Subtotal	31	14	17
12	HSCA	24	9	15
	SSS	1	0	1
	Subtotal	25	9	16
HSCA Total		405	155	250
SSS Total		80	22	58
Total		485	177	308

used to identify pupils with strongly negative attitudes toward teachers and school but cautions that DDS scores be used with all other available information concerning the pupil. It is not advisable that DDS scores by themselves be used for definitive diagnostic purposes.

Matched pretest-posttest total scores for the DDS were collected for 173 (40.8%) of the 424 pupils who were in the initial case loads. Of these pupils, 92 (53.2%) demonstrated a positive change in their attitude toward teachers, education, and school behavior. Thus Evaluation Objective 1.0, that 50% of the pupils show improved attitudes, was attained.

Tables 2, 2A, and 2B contain descriptive data regarding the pretest-posttest DDS Basic Area Scores and Total Score reported by grade level. Table 2 presents these data for the total evaluation sample of the merged program, while data for the separate programs are presented in Table 2A (HSCA) and Table 2B (SSS). Total score data were obtained from 159 pupils in HSCA case loads and 14 pupils in SSS case loads, for a total of 173 pupils in the merged program. It was necessary for a pupil to complete all items on the Demos D Scale in order to obtain a total score. However, subtest scores were obtained for any of the scales for which a pupil had completed all items. Therefore different sample sizes will be noted for the four subtest scores and the total score. The following discussion will focus on the results for the overall merged program. Comparisons between the separate programs would be questionable, due to the small sample size for the SSS program.

In the Demos D Scale a low score is preferable to a high score. Therefore a negative change in the score indicates an improvement in attitudes. At the sixth grade level there was an improvement in attitudes regarding the following scales: education, influence by peers and parents, and total score. In grade 8 there was improvement in attitudes toward education, and in the total score. In grades 9, 11, and 12 there was improvement on all four attitude scales (teachers, education, influence by peers and parents, and school behavior) as well as in the total score. In grade 10 an improvement was seen in attitudes toward teachers. In the overall averages across grades scores improved in the scales regarding teachers, education, and school behavior, and in the total score. Application of t-tests indicated that the improvement in attitudes toward school behavior occurring in grade 11 was significant at the .01 level. Improved scores in the following scales were significant at the .05 level: education and total score at grade 11; teachers, education, and total score at grade 12; and education in the average across grades.

According to the dropout probabilities provided by the test publisher, the pupils in the Demos D Scale sample had, on the average, approximately a 50% chance of dropping out of school both before and after their involvement in the program. The probabilities are expressed as the chance of dropping out per 100 pupils. The data in Figure 1 show that of the 173 pupils in the Demos D evaluation sample, 36 pupils (20.8%) had a lower probability of dropping out, and 27 pupils (15.6%) had a higher probability of dropping out at the end of the treatment period. This same information is presented by grade level in Appendix B, pages 40-47.

Evaluation Objective 2.0 required that 50% of the selected pupils demonstrate a positive adjustment to those elements in their lives which interfere with their success in school. Criterion 2.1 required the identification of those elements obstructing pupil achievement. The Pupil Entry Information sheet was used to collect data on Criterion 2.1. Criterion 2.2 required evidence of positive adjustment of at least 50% of the selected pupils. Data for Criterion 2.2, as well as additional data, were collected using the Pupil Census Forms.

The Pupil Entry Information Sheet provided data on who referred pupils and why they were referred to the HSCA/SSS. The evaluation sample for this instrument was comprised of all pupils in the initial HSCA/SSS case loads. Table 3, page 11, contains a ranking of the referral reasons by frequency and percent for the total merged program, for pupils served in HSCA case loads, and for pupils served in SSS

Table 2

Pretest, Posttest and Change Means for Demos D Scale (DDS)
Basic Area Scores and Total Score Reported By Grade Level for
Total Evaluation Sample of the HSCA/SSS Merged Program
1991-92

Grade Level		T Attitudes Towards Teachers	E Attitudes Toward Education	P Influence by Peers and Parents	S Attitudes Toward School Behavior	Total Score
6	Number of Pupils	19	20	21	20	18
	Pretest Mean	26.4	20.3	13.2	12.8	73.8
	Posttest Mean	27.7	17.5	13.0	12.8	71.6
	Change in Mean	1.3	-2.8	-0.2	0.0	-2.2
7	Number of Pupils	34	33	35	34	31
	Pretest	26.9	18.5	12.5	12.0	68.8
	Posttest	27.0	19.1	12.9	12.6	71.2
	Change in Mean	0.1	0.5	0.4	0.6	2.5
8	Number of Pupils	37	35	39	37	33
	Pretest Mean	26.8	18.8	11.6	11.6	69.1
	Posttest Mean	27.7	17.4	12.3	11.9	68.5
	Change in Mean	0.8	-1.4	0.7	0.3	-0.5
9	Number of Pupils	33	34	33	33	31
	Pretest Mean	26.8	17.3	11.8	11.4	66.8
	Posttest Mean	25.8	16.1	11.5	11.3	64.9
	Change in Mean	-1.1	-1.1	-0.2	-0.1	-1.8
10	Number of Pupils	33	34	35	34	31
	Pretest Mean	27.0	15.2	10.5	10.7	64.0
	Posttest Mean	26.8	16.1	11.2	10.7	65.0
	Change in Mean	-0.3	0.9	0.7	0.0	1.0
11	Number of Pupils	16	17	17	17	16
	Pretest Mean	27.6	19.8	12.1	13.1	72.3
	Posttest Mean	24.1	16.3	11.0	10.8	62.1
	Change in Mean	-3.4	-3.5	-1.1	-2.3**	-10.2*
12	Number of Pupils	13	14	14	14	13
	Pretest Mean	28.5	20.5	12.3	12.2	71.1
	Posttest Mean	22.2	14.6	10.0	9.9	55.6
	Change in Mean	-6.4*	-5.9*	-2.3	-2.3	-18.5*
Total	Number of Pupils	185	187	194	189	173
	Pretest Mean	27.0	18.2	11.9	11.8	68.9
	Posttest Mean	26.4	16.9	11.9	11.6	66.5
	Change in Mean	-0.7	-1.3*	0.0	-0.2	-2.4

Note. A negative change indicates improvement.

Note. In some cases, the "Change in Mean" may appear to be a tenth of a point off from the apparent difference between pretest and posttest means. This is due to rounding error. All mean scores (pretest, posttest, and change) were rounded to the nearest tenth in this table.

* $p < .05$

** $p < .01$

Table 2 A

Pretest, Posttest and Change Means for Demos D Scale (DDS)
Basic Area Scores and Total Score Reported By Grade Level for
Pupils Served by the HSCA Program
1991-92

Grade Level		T Attitudes Towards Teachers	E Attitudes Toward Education	P Influence by Peers and Parents	S Attitudes Toward School Behavior	Total Score
6	Number of Pupils	19	20	21	20	18
	Pretest Mean	26.4	20.3	13.2	12.8	73.8
	Posttest Mean	27.7	17.5	13.0	12.8	71.6
	Change in Mean	1.3	-2.8	-0.2	0.0	-2.2
7	Number of Pupils	32	31	33	32	29
	Pretest	27.4	18.9	12.7	12.1	69.9
	Posttest	26.8	18.8	12.8	12.4	70.4
	Change in Mean	-0.7	-0.1	0.2	0.3	0.4
8	Number of Pupils	33	31	35	33	29
	Pretest Mean	26.5	18.5	11.7	11.4	68.2
	Posttest Mean	27.2	17.4	12.5	11.9	68.1
	Change in Mean	0.8	-1.1	0.8	0.5	-0.1
9	Number of Pupils	29	30	29	29	27
	Pretest Mean	27.0	17.5	11.7	11.6	67.3
	Posttest Mean	25.6	16.0	11.4	11.2	64.5
	Change in Mean	-1.4	-1.5	-0.2	-0.3	-2.8
10	Number of Pupils	29	30	31	30	27
	Pretest Mean	26.8	15.4	10.6	10.8	64.1
	Posttest Mean	26.6	16.0	11.4	10.6	64.9
	Change in Mean	-0.2	0.7	0.7	-0.2	0.7
11	Number of Pupils	16	17	17	17	16
	Pretest Mean	27.6	19.8	12.1	13.1	72.3
	Posttest Mean	24.1	16.3	11.0	10.8	62.1
	Change in Mean	-3.4	-3.5*	-1.1	-2.3**	-10.2*
12	Number of Pupils	13	14	14	14	13
	Pretest Mean	28.5	20.5	12.3	12.2	74.1
	Posttest Mean	22.2	14.6	10.0	9.9	55.6
	Change in Mean	-6.4*	-5.9*	-2.3	-2.3	-18.5*
Total	Number of Pupils	171	173	180	175	159
	Pretest Mean	27.1	18.3	11.9	11.8	69.2
	Posttest Mean	26.1	16.8	11.9	11.5	66.1
	Change in Mean	-0.9	-1.5**	0.0	-0.3	-3.1*

Note. A negative change indicates improvement.

Note. In some cases, the "Change in Mean" may appear to be a tenth of a point off from the apparent difference between pretest and posttest means. This is due to rounding error. All mean scores (pretest, posttest, and change) were rounded to the nearest tenth in this table.

* $p < .05$

** $p < .01$

Table 2B

Pretest, Posttest and Change Means for Demos D Scale (DDS)
Basic Area Scores and Total Score Reported By Grade
Level for Pupils Served by the SSS Program
1991-92

Grade Level		T Attitudes Towards Teachers	E Attitudes Toward Education	P Influence by Peers and Parents	S Attitudes Toward School Behavior	Total Score
6	Number of Pupils	0	0	0	0	0
	Pretest Mean	---	---	---	---	---
	Posttest Mean	---	---	---	---	---
	Change in Mean	---	---	---	---	---
7	Number of Pupils	2	2	2	2	2
	Pretest Mean	18.0	13.0	10.5	10.5	52.0
	Posttest Mean	30.5	23.0	14.0	16.0	83.5
	Change in Mean	12.5	10.0	3.5	5.5	31.5
8	Number of Pupils	4	4	4	4	4
	Pretest Mean	30.0	21.5	10.5	13.5	75.5
	Posttest Mean	31.3	17.5	11.0	11.8	71.5
	Change in Mean	1.3	-4.0	0.5	-1.8	-4.0
9	Number of Pupils	4	4	4	4	4
	Pretest Mean	25.5	15.8	12.5	9.8	63.5
	Posttest Mean	27.0	17.3	12.0	11.8	68.0
	Change in Mean	1.5	1.5	-0.5	2.0	4.5
10	Number of Pupils	4	4	4	4	4
	Pretest Mean	28.5	14.0	9.8	10.5	62.8
	Posttest Mean	27.8	16.5	10.0	11.8	66.0
	Change in Mean	-0.8	2.5	0.3	1.3	3.3
11	Number of Pupils	0	0	0	0	0
	Pretest Mean	---	---	---	---	---
	Posttest Mean	---	---	---	---	---
	Change in Mean	---	---	---	---	---
12	Number of Pupils	0	0	0	0	0
	Pretest Mean	---	---	---	---	---
	Posttest Mean	---	---	---	---	---
	Change in Mean	---	---	---	---	---
Total	Number of Pupils	14	14	14	14	14
	Pretest Mean	26.6	16.5	10.9	11.1	65.1
	Posttest Mean	28.9	17.9	11.4	12.4	70.6
	Change in Mean	2.4	1.4	0.6	1.2	5.6

Note. A negative change indicates improvement.

Note. In some cases, the "Change in Mean" may appear to be a tenth of a point off from the apparent difference between pretest and posttest means. This is due to rounding error. All mean scores (pretest, posttest, and change) were rounded to the nearest tenth in this table.

		5	25	50	70	90	Total
Pretest Dropout Probability Categories	5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	25	0 0.0	0 0.0	1 0.6	0 0.0	0 0.0	1 0.6
	50	0 0.0	4 2.3	101 58.4	20 11.6	6 3.5	131 75.7
	70	0 0.0	0 0.0	11 6.4	9 5.2	0 0.0	20 11.6
	90	0 0.0	0 0.0	15 8.7	6 3.5	0 0.0	21 12.1
Total		0 0.0	4 2.3	128 74.0	35 20.2	6 3.5	173 100.0

Note. Pupils on the diagonal showed no change in category. Pupils to the left of the diagonal moved to a more positive category. Pupils to the right of the diagonal moved to a more negative category.

Figure 1. Crosstabulation of the number and percent of pupils in pretest-posttest dropout probability. (Categories represent the chance of dropping out per 100 pupils, based on Demos D total Score across grades for the HSCA/SSS Combined Program.)

case loads. The frequencies and percents in this table are not additive since a pupil could be referred for more than one reason.

The four most frequent referral reasons in the overall program (N=424) were poor grades (36.6%), peer conflict (36.1%), poor attitude (33.0%), and disruptiveness (33.0%). Of the 369 pupils served in HSCA case loads, the four most frequent referral reasons were peer conflict (36.9%), disruptiveness (35.0%), poor grades (33.3%), and teacher conflict (33.3%). Of the 55 pupils served in SSS case loads the four most frequent referral reasons were poor grades (58.2%), attendance problem (45.5%), class cutting (40.0%), and poor attitude (34.5%).

As has been indicated, a pupil may be referred to the HSCA/SSS program for one or more of the reasons indicated in Table 3. Table 4 summarizes the number of reasons for which individual pupils were referred. Of the 424 pupils served by the total merged program, 90 (21.2%) were referred for a single reason, 123 (29.0%) were referred for two reasons, and 211 (49.8%) were referred for three or more

Table 3

Frequency and Ranking of Reasons for Referral to HSCA/SSS
by Total Merged Program, by Pupils Served in HSCA Case
Loads, and by Pupils Served in SSS Case Loads
1991-92

Referral Reason	Total Merged Program (Grades 3-12) n=424			HSCA Case Loads (Grades 3-12) n=369			SSS Case Loads (Grades 6-12) n=55		
	Rank	Frequency	%	Rank	Frequency	%	Rank	Frequency	%
Poor Grades	1	155	36.6	3.5	123	33.3	1	32	58.2
Peer Conflict	2	153	36.1	1	136	36.9	5.5	17	30.9
Poor Attitude	3.5	140	33.0	5	121	32.8	4	19	34.5
Disruptive	3.5	140	33.0	2	129	35.0	12	11	20.0
Attendance Problem	5	139	32.8	6	114	30.9	2	25	45.5
Teacher Conflict	6	136	32.1	3.5	123	33.3	10	13	23.6
Family/Home Problem	7	126	29.7	7	110	29.8	7	16	29.1
Truancy	8	109	25.7	8	94	25.5	8	15	27.3
Class Cutting	9	103	24.3	10	81	22.0	3	22	40.0
Hostile to Authority	10	96	22.6	9	82	22.2	9	14	25.5
Law-Court Conflict	11	56	13.2	11	39	10.6	5.5	17	30.9
Drugs/Alcohol	12	25	5.9	13	13	3.5	11	12	21.8
Other	13	22	5.2	12	18	4.9	13	4	7.3
Health Problem	14	9	2.1	14	7	1.9	14	2	3.6

Table 4

Frequency and Percent of Number of Reasons for Pupil Referrals to the HSCA/SSS
Program by Total Merged Program, by Pupils Served in HSCA Case Loads,
and by Pupils Served in SSS Case Loads
1991-92

Number of Reasons for Referral	Total Component (Grades 3-12)		HSCA Case Loads (Grades 3-12)		SSS Case Loads (Grades 6-12)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	90	21.2	83	22.5	7	12.7
2	123	29.0	108	29.3	15	27.3
3	56	13.2	49	13.3	7	12.7
4	43	10.1	35	9.5	8	14.5
5	43	10.1	38	10.3	5	9.1
6	22	5.2	20	5.4	2	3.6
7	17	4.0	15	4.1	2	3.6
8	12	2.8	8	2.2	4	7.3
9	12	2.8	8	2.2	4	7.3
10	3	0.7	2	0.5	1	1.8
11	3	0.7	3	0.8	0	0.0
Total	424	100.0	369	100.0	55	100.0

reasons. Of the 369 pupils served in HSCA case loads, 83 (22.5%) were referred for a single reason, 108 (29.3%) were referred for two reasons, and 178 (48.2%) were referred for three or more reasons. Of the 55 pupils served in SSS case loads, 7 (12.7%) were referred for a single reason, 15 (27.3%) were referred for two reasons, and 33 (60.0%) were referred for three or more reasons.

The first criterion for Evaluation Objective 2.0 was met. As indicated from the data above, the Pupil Entry Information Sheet served to identify the problem areas appearing to obstruct the achievement of individual pupils. Data regarding positive adjustment to the problem areas, as well as additional data, were collected using the Pupil Census Forms. Pupil Census Form data were collected for all 424 pupils in the original evaluation sample and for an additional 61 pupils who entered HSCA/SSS case loads during the year. The total sample for Pupil Census Form data consisted of 485 pupils.

The Pupil Census Forms provided individual data on pupil involvement with the court. Analysis of these data indicated that 187 (38.6%) of the 485 pupils in the Pupil Census Form sample had been involved with the court.

Table 5 presents the number of months pupils were served by the project. These data include any service received previous to the present school year. A majority of pupils in the evaluation sample (269, or 55.5%) had been served by the project for 6 to 10 months. An additional 91 pupils (18.8%) were served for 11 months or more. Thus, a considerable proportion of the pupils have been served by the project for one or more years.

HSCAs and SSSs were asked to indicate the number of contacts made with each pupil. Analysis of these data indicates that 306 (63.1%) of the pupils in the evaluation sample were seen seven or more times. The number of pupils who were seen eleven or more times was 180, or 37.1%. Therefore a considerable portion of the HSCA/SSS's time was spent in conferences. HSCA/SSSs indicated that four or more in-school conferences were held regarding 288 (59.4%) of the pupils in the evaluation sample. In addition, four or more home visits were made involving 134 (27.6%) of the pupils. The data relating to pupil contacts are contained in Table 6. An additional type of contact HSCA/SSSs made on behalf of pupils was referral to community agencies. HSCA/SSSs indicated that they had made such referrals for 216 (44.5%) of their pupils.

HSCAs and SSSs also rated each pupil's final outcome in relation to academic improvement, progress in social adjustment, and the original reasons for the pupil's referral. The following change categories were used: Marked Improvement, Improvement, or No Improvement. The final outcome ratings of the 485 pupils in the total sample are summarized in Table 7.

The second criterion of Evaluation Objective 2.0 required evidence of positive adjustment by at least 50% of the selected pupils. Table 7 shows that 280 (57.7%) of the pupils in the sample were rated as having derived some benefit ("Improvement" or "Marked Improvement") from the project in relation to their original Referral Reasons. In addition, 240 (49.5%) were rated as having improved academically, and 270 pupils (55.7%) were rated as having improved in their social adjustment. Both criteria for Evaluation Objective 2.0 (identification of problem areas and improvement in the problem areas) were met. Thus, Evaluation Objective 2.0 was achieved. The numbers and percents of pupils rated in the highest category, "Marked Improvement," were 55 (11.3%) for Referral Reasons, 35 (7.2%) for academic improvement, and 56 (11.5%) for social adjustment. These are encouraging results for pupils who are in the project because of disruptive influences.

Evaluation Objective 3.0 was to serve as a home-school-community liaison to promote understanding and provide assistance for the adjustment of pupils to the school environment. It had two criteria. Criterion 3.1 required that 80% of the pupils served would perceive that the HSCA/SSS provided such understanding and assistance; it was assessed using the Pupil Questionnaire. Criterion 3.2, which

Table 5

Number and Percent of Pupils by
Months of HSCA/SSS Service
1991-92

Number of Months	Project	Number of Pupils	Percent of Pupils
1-5	HSCA	75	18.5
	SSS	50	62.5
	Subtotal	125	25.8
6-10	HSCA	239	59.0
	SSS	30	37.5
	Subtotal	269	55.5
11-15	HSCA	46	11.4
	SSS	0	0.0
	Subtotal	46	9.5
16-20	HSCA	39	9.6
	SSS	0	0.0
	Subtotal	39	8.0
21-25	HSCA	6	1.5
	SSS	0	0.0
	Subtotal	6	1.2
More than 25	HSCA	0	0.0
	SSS	0	0.0
	Subtotal	0	0.0
HSCA Totals		405	100.0
SSS Totals		80	100.0
Totals		485	100.0

required similar perceptions by 80% of professional staff members who referred pupils to the HSCA/SSS, was assessed using the HSCA/SSS Program Survey. A third instrument, the HSCA/SSS Daily Log for Evaluation Purposes, documented the activities performed by the HSCA/SSS in attempting to meet the needs and goals of the pupils.

The pupils were surveyed during February 1992 with the locally constructed Pupil Questionnaire. The Pupil Questionnaire was designed to determine student perceptions of the HSCA/SSS role in promoting adjustment in the home-school-community environment and to provide data regarding the student's adjustment to school.

Table 6

Frequency of HSCA/SSS Contacts, In-school Conferences,
and Home Visits with Each Pupil
1991-92

	Project	Number of Contacts					Total Pupils
		None	1-3	4-6	7-10	11 or More	
Contacts with the pupil	HSCA	2	67	82	112	142	405
	SSS	0	16	12	14	38	80
	Total	0	83	94	126	180	485
In school conferences held regarding this pupil	HSCA	16	149	111	71	58	405
	SSS	4	28	27	13	8	80
	Total	20	177	138	84	66	485
Home visits made regarding this pupil	HSCA	91	203	83	23	5	405
	SSS	26	31	19	4	0	80
	Total	117	234	102	27	5	485

Table 7

Number and Percent of Pupils on
Three Outcome Measures by Degree of Improvement
1991-92

Change	Project	Academic Improvement		Social Adjustment		Referral Reasons	
		Number of Pupils	Percent of Pupils	Number of Pupils	Percent of Pupils	Number of Pupils	Percent of Pupils
Marked Improvement	HSCA	34	8.4	46	11.4	54	13.3
	SSS	1	1.3	10	12.5	1	1.3
	Total	35	7.2	56	11.5	55	11.3
Improvement	HSCA	175	43.2	191	47.2	195	48.1
	SSS	30	37.5	23	28.8	30	37.5
	Total	205	42.3	214	44.1	225	46.4
No Improvement	HSCA	129	31.9	101	24.9	88	21.7
	SSS	31	38.8	29	36.3	29	36.3
	Total	160	33.0	130	26.8	117	24.1
Don't Know (Not here long enough)	HSCA	67	16.5	67	16.5	68	16.8
	SSS	18	22.5	18	22.5	20	25.0
	Total	85	17.5	85	17.5	88	18.1
HSCA Totals	HSCA	405	100.0	405	100.0	405	100.0
SSS Totals	SSS	80	100.0	80	100.0	80	100.0
Totals	Total	485	100.0	485	100.0	485	100.0

Of the 424 pupils in the original HSCA/SSS case loads, 323 were available for distribution of the Pupil Questionnaire. A total of 239 pupils responded to the instrument. This group consisted of 225 pupils from HSCA case loads and 14 pupils from SSS case loads. This sample consisted of 74.0% of the 239 pupils to whom the Pupil Questionnaire was distributed. The results of this survey are summarized in Tables 8-12.

When asked which activities the HSCA/SSS had performed in order to help them, pupils indicated the following: "Took time to discuss my problems with me" (81.2%); "Visited my home" (46.0%); "Arranged meeting with my teacher(s)" (43.9%); "Visited my bus stop (13.8%); and "Visited community agency on my behalf such as CMAAO, health center, or counseling agency" (12.6%) (see Table 8).

Data for survey items dealing with pupils' perceptions of the promotion of understanding by the HSCA/SSS are presented in Table 9. When asked if it was a good idea to talk over their school-related problems with the HSCA/SSS, 94.5% of the pupils responded "yes". A large majority (94.0%) of the pupils also agreed that the HSCA/SSS was understanding to talk with. When the pupils were asked if they thought they understood their own problems better since talking with the HSCA/SSS, 86.3% indicated that this was the case. The average percent of positive responses to the three items concerning promotion of understanding was 91.6%.

The survey items in Table 10 indicate pupil perceptions of assistance (helpfulness) provided by the HSCA/SSS. The percent of pupils who perceived that the HSCA/SSS was helpful to them was 94.0%; 95.7% of the pupils agreed that pupils with problems could get help from the HSCA/SSS; and 94.0% of the pupils agreed that the HSCA/SSS is a good person to have around when there is trouble.

Table 11 presents pupils' perceptions of their adjustment to school since their entry into the HSCA/SSS program. Improved classroom attendance was indicated by 69.4% of the pupils, while 68.8% of the pupils indicated improvement in keeping up with their assignments.

Additional evidence of pupil adjustment (to teachers, family, and friends) can be found in Table 12. Pupils indicated that, since talking to the HSCA/SSS, 66.5% were getting along better with their teachers, 41.4% were getting along better with their families, and 53.1% were getting along better with their friends.

Criterion 3.1 required that 80% of the pupils served would perceive the HSCA/SSS as promoting understanding and providing assistance for the adjustment to the school environment. The Pupil Questionnaire data cited above indicated that this criterion to Objective 3.0 was attained. Well over 80% of the pupils perceived the HSCA/SSS as promoting understanding (see Table 9), and well over 80% also perceived the HSCA/SSS as providing assistance (see Table 10).

The HSCA/SSS Program Survey was designed to determine the perceptions of professional staff members regarding the HSCA/SSS role as a liaison between the school and the home and community. It was also used to assess the merged program's effectiveness in terms of the program's operational objectives. The instrument was adapted with minor variations to fit four basic target groups. All four forms of the instrument can be found in Appendix C, pages 54-65. The survey was distributed in February 1992 to the following groups: all nine members of the Juvenile Investigative Unit, Columbus Police Department (Police JIU); all 28 HSCAs and SSSs; 199 principals and other school administrative staff (including 57 administrators who had referred pupils for the initial HSCA/SSS case loads); and 724 school non-administrative staff (including 124 who had referred pupils for the initial HSCA/SSS case loads and 100 randomly selected non-administrative staff from each of the six Communities of Schools in the district.). Thus a total of 960 HSCA/SSS Program Surveys was distributed.

Of the surveys that were distributed, the following were completed and returned for analysis: 6 Police JIU (66.7%); 26 HSCA/SSS (92.9%); 141 school administrators (70.9%); and 280 non-administrative school staff (29.2%). The total number of completed surveys was 453, or 47.2 percent of those distributed.

Table 8
Frequency and Percent of Pupils Reporting Benefit
From Specific HSCA/SSS Activities
1991-92

Item	Pupils Responding	Pupils Responding Yes	
		Frequency	Percent
Which of the ways was used by the HSCA/SSS to help you?			
o Took time to discuss my problems with me			
HSCA	225	182	80.9
SSS	14	12	85.7
Total	239	194	81.2
o Visited my home			
HSCA	225	107	47.6
SSS	14	3	21.4
Total	239	110	46.0
o Arranged meeting(s) with teachers			
HSCA	225	100	44.4
SSS	14	5	35.7
Total	239	105	43.9
o Visited my bus stop			
HSCA	225	31	13.8
SSS	14	2	14.3
Total	239	33	13.8
o Visited a community agency on my behalf such as CMA CAO, Health Center, or counseling agency			
HSCA	225	29	12.9
SSS	14	1	7.1
Total	239	30	12.6

Table 9
Frequency and Percent of Pupils Perceiving the Promotion of
Understanding by the HSCA/SSS
1991-92

Item	Pupils Responding	Pupils Responding Yes	
		Frequency	Percent
When a student has trouble in school or with a teacher, it is a good idea to talk it over with the HSCA/SSS.			
HSCA	221	210	95.0
SSS	14	12	85.7
Total	235	222	94.5
The HSCA/SSS is an understanding person to talk with.			
HSCA	222	209	94.1
SSS	13	12	92.3
Total	235	221	94.0
I think I understand my own problems better since talking with HSCA/SSS.			
HSCA	212	184	86.8
SSS	14	11	78.6
Total	226	195	86.3

Table 10
Frequency and Percent of Pupils' Perceptions of
the Helpfulness of the HSCA/SSS
1991-92

Item	Pupils Responding	Pupils Responding Yes	
		Frequency	Percent
The HSCA/SSS was helpful to me.			
HSCA	219	207	94.5
SSS	14	12	85.7
Total	233	219	94.0
Pupils with problems can get help from the HSCA/SSS.			
HSCA	219	210	95.9
SSS	14	13	92.9
Total	233	223	95.7
The HSCA/SSS is a good person to have around when there is trouble.			
HSCA	221	209	94.6
SSS	14	12	85.7
Total	235	221	94.0

Table 11
Frequency and Percent of Pupils Reporting
Adjustment to School
1991-92

Item	Pupils Responding	Pupils Responding Yes	
		Frequency	Percent
I feel my classroom attendance has improved since meeting with the HSCA/SSS.			
HSCA	210	147	70.0
SSS	12	7	58.3
Total	222	154	69.4
I am keeping up with my assignments better since working with the HSCA/SSS.			
HSCA	209	146	66.1
SSS	12	6	50.0
Total	221	152	68.8

Table 12
Frequency and Percent of Pupils' Perceived Improvement
in Getting Along With Others
1991-92

Item	Pupils Responding	Pupils Responding Yes	
		Frequency	Percent
Since I talked to the HSCA/SSS, I am getting along better with			
○ My teachers			
HSCA	225	151	67.1
SSS	14	8	57.1
Total	239	159	66.5
○ My family			
HSCA	225	94	41.8
SSS	14	5	35.7
Total	239	99	41.4
○ My friends			
HSCA	225	119	52.9
SSS	14	8	57.1
Total	239	127	53.1

Two of the target groups, school administrators and non-administrative staff, were asked to identify their building level. The frequency by building level of those who responded to the item was as follows: elementary 179, middle school 108, high school 110, other 11, multiple response 6. School administrators and non-administrative staff were also asked if they had referred one or more pupils to the HSCA or the SSS program during the school year. Of the 141 school administrators, 126 (89.4%) responded "yes", and 107 (38.2%) of the 280 non-administrative staff responded in the affirmative.

In the HSCA/SSS Program Survey respondents were asked to rate the effectiveness of the merged program in terms of its operational objectives. Items were introduced with the stem "The HSCA/SSS have been effective in:" and were rated on a five point scale where "Strongly Agree" equaled 5 and "Strongly Disagree" equaled 1. Provision was also made for a "Don't Know/Not Applicable" response. The "Don't Know/Not Applicable" responses were included in the frequency distributions, but were not included in the computations for average ratings.

As stated earlier, the HSCA/SSS Program Survey had two purposes. The first was to provide data for evaluation of Criterion 3.2 (that 80 percent of the professional staff who referred pupils to the HSCA/SSS will perceive that the HSCA/SSS promoted understanding and provided assistance to pupils in adjusting to the school environment). The second purpose of the instrument was to assess the program's effectiveness in terms of the program's operational objectives. While input for evaluating Criterion 3.2 was needed only from those administrators and school staff who had referred pupils to the program, input from a more diverse population was desired for assessing the operational objectives. Responses of the total survey group are summarized in Table 13. Table 14 summarizes the responses of those respondents who had referred one or more pupils to the program. In the discussion which follows the "Strongly Agree" and "Agree" responses will be combined in order to facilitate discussion.

In the total survey group (Table 13) the percent of respondents who agreed or strongly agreed that the program was effective in regard to specific items ranged from 44.9% (referring pupils and their families to appropriate community agencies) to 77.5% (establishing and maintaining a safe and secure school environment). Average ratings for the items ranged from 3.8 (between "Undecided" and "Agree") to 4.3 (between "Agree" and "Strongly Agree").

The program was judged effective (i.e., rated "Agree" or "Strongly Agree") by 77.5% of those responding in the total survey group in regard to the first Operational Objective, establishing a safe and secure school environment. The average rating for this Operational Objective was 4.3. The second Operational Objective, establishing and maintaining liaison between schools, parents, and the community, was represented by two survey items. The program was judged effective in providing contact with parents by 75.5% of those responding (average rating 4.3), and in maintaining contact with community agencies by 58.4% of those responding (average rating 4.1). The third Operational Objective, providing safety to and from school, was judged effective by 72.4% of those responding, and had an average rating of 4.3.

The fourth Operational Objective was to serve as a liaison between the school and the school community by identifying and interpreting the needs and resources of the school, the students (identified or referred for HSCA/SSS service), and the community. This goal was represented by four survey items. The items and the percents of respondents in the total survey group who agreed or strongly agreed on program effectiveness were as follows: (1) counseling with pupils, parents, teachers, and community representatives regarding problems contributing to pupils' poor school adjustment and/or disruptive behavior, 55.9%; (2) helping pupils referred to the program by the respondent to make positive adjustments to the school environment, 53.0%; (3) referring pupils to appropriate school support staff and programs, 45.3%; and (4) referring pupils and their families to appropriate community agencies, 44.9%. The average ratings for these four items were 3.9, 4.0, 3.8, and 3.8 respectively.

Table 13

Effectiveness of the HSCA/SSS Merged Program in Terms of Operational Objectives as Rated by
School Administrators, School Non-administrative Staff, Home-School-Community Agents,
Safety and Security Specialists, and Members of the Police Juvenile Investigative Unit
1991-92

			Percent					
Overall Goals and Items	Number Responding	Average Response	SA (5)	A (4)	U (3)	D (2)	SD (1)	DK
The HSCA/SSS have been effective in:								
1. Safe and secure school environment								
Assisting school personnel in establishing and maintaining a safe and secure school environment (e.g., drug or weapon searches, emergency calls, assisting with irate parents or unruly pupils, dealing with conflicts and disruptions, monitoring community problems, etc.)	435	4.3	44.1	33.3	4.1	3.0	1.8	13.6
2. Liaison: schools, parents, and community								
Providing contact with parents (e.g., home visits, emergency transport of pupils, assist administrators in child custody disputes, assist when pupils missing from school, etc.).	433	4.3	43.9	31.6	4.8	3.0	2.1	14.5
Maintaining contact with community agencies (e.g., police, children's services, etc.).	430	4.1	28.4	30.0	12.6	2.6	2.1	24.4
3. Safe environment to and from school								
Helping to provide a safe environment for pupils enroute to and from school (e.g., monitoring bus stops, responding to problems on buses, responding to traffic accidents involving pupils, etc.).	428	4.3	36.4	36.0	6.3	2.6	0.7	18.0

(Table continues)

Table 13 (continued)

Effectiveness of the HSCA/SSS Merged Program in Terms of Operational Objectives as Rated by
School Administrators, School Non-administrative Staff, Home-School-Community Agents,
Safety and Security Specialists, and Members of the Police Juvenile Investigative Unit
1991-92

Overall Goals and Items	Number Responding	Average Response	Percent					
			SA (5)	A (4)	U (3)	D (2)	SD (1)	DK
The HSCA/SSS have been effective in:								
4. Liaison: School and School Community (needs and resources of school, students, and community)								
Counseling with pupils, parents, teachers, and community representatives regarding problems contributing to pupils' poor school adjustment and/or disruptive behavior.	431	3.9	25.1	30.9	10.4	7.4	3.7	22.5
Helping pupils you have referred to the program to make positive adjustments to the school environment. (Please answer only if you have referred one or more pupils to the program.)	347	4.0	22.5	30.5	10.7	4.3	2.0	30.0
Referring pupils to appropriate school support staff and programs (e.g., school psychologist, GOALS program, etc.).	419	3.8	17.9	27.4	13.8	5.5	2.9	32.5
Referring pupils and their families to appropriate community agencies (e.g., Franklin County Children's Services, drug and alcohol treatment programs, mental health agencies, etc.).	425	3.8	17.6	27.3	13.4	4.9	2.4	34.4

(Table continues)

Table 13 (continued)

Effectiveness of the HSCA/SSS Merged Program in Terms of Operational Objectives as Rated by
School Administrators, School Non-administrative Staff, Home-School-Community Agents,
Safety and Security Specialists, and Members of the Police Juvenile Investigative Unit
1991-92

Overall Goals and Items	Number Responding	Average Response	Percent						DK
			SA (5)	A (4)	U (3)	D (2)	SD (1)		
The HSCA/SSS have been effective in:									
5. Liaison: schools, police, and courts									
Providing liaison between schools, police and the courts (e.g., assist in filing reports of illegal acts, attending court hearings, coordinate efforts with police, etc.).	424	4.2	31.8	30.7	5.7	4.0	1.7	26.2	
6. Keep appropriate records (rated by administrators, HSCAs and SSSs only)									
Keeping appropriate records as needed (e.g., daily activity log, incident reports, student transport summary form, pupil worksheets, mileage log, extended time records).	154	4.3	31.2	39.0	6.5	1.3	0.6	21.4	

Note. The rating scale is: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree. The remaining response, DK meant "Don't Know/Does Not Apply" and was not included in the computations for Average Response.

The program's fifth operational objective was providing liaison between schools, police, and the courts. The program was judged effective in regard to this goal by 62.5% of those responding in the total sample of the survey. The average rating for this objective was 4.2. The final operational objective was keeping appropriate records as needed. The item for this goal was included only on the surveys distributed to administrators, HSCAs, and SSSs. Of the 424 respondents who rated this item, 70.1% agreed or strongly agreed on the program's effectiveness in this matter. The average rating for the final operational objective was 4.3.

It should be noted that respondents tended to be more familiar with some aspects of the program than with others, as evidenced by the percent of respondents who chose the "Don't Know/Not Applicable" response for given items. The items having the fewest "Don't Know" responses were safe and secure school environment, providing contact with parents, and safety to and from school. The items having the most "Don't Know" responses were three of the items in the fourth operational objective (liaison between school and school community).

In Table 14 survey results are presented for a subset of the total group: those school administrators and non-administrative school staff who had referred one or more pupils to the HSCA/SSS. In general the survey results for this subgroup differ noticeably from those of the total group in two ways: the percent of "Agree" and "Strongly Agree" responses is higher in all but the final item, and the percent of "Don't Know/Not Applicable" responses is lower in all but the final item. This would seem to indicate that those administrators and staff members who referred pupils to a HSCA/SSS tended to have a greater familiarity with the program than did the total sample for the survey. The percent of "Agree" and "Strongly Agree" responses for the subgroup range from 54.8% (referring pupils to appropriate school staff and programs) to 90.0% (providing contact with parents). However, the average ratings from the subgroup were the same as the average ratings from the total group in all but the first two items, which the subgroup rated higher. Average ratings from the subgroup ranged from 3.8 to 4.5. It should be remembered that "Don't Know" responses were excluded from the calculations to compute average ratings.

The primary purpose in performing a separate analysis for the subgroup (those who referred pupils to the program) was to provide data to evaluate Criterion 3.2 of Evaluation Objective 3.0. At this point it may be appropriate to reiterate the evaluation objective and the criterion involved. Objective 3.0 was as follows: "To serve as a home-school-community liaison to promote understanding and to provide assistance for the adjustments of pupils to the school environment." Criterion 3.2 was as follows: "80 percent of the professional staff who referred pupils to the HSCA/SSS will perceive that the HSCA/SSS promoted understanding and provided assistance to pupils in adjusting to the school environment." The section of the HSCA/SSS Program Survey which corresponds to this evaluation objective and criterion is the fourth operational objective, liaison between school and school community. The full statement of this operational objective was as follows: "To serve as a liaison between the school and the school community by identifying and interpreting the needs and resources of the school, the students (identified or referred for HSCA/SSS service), and the community." This operational objective was represented on the survey by four items. The items and the percents of the referral subgroup respondents who agreed or strongly agreed that the program was effective in these regards were as follows: (1) counseling with pupils, parents, teachers, and community representatives regarding problems contributing to pupils' poor school adjustment and/or disruptive behavior, 70.5%; (2) helping pupil(s) referred to the program by the respondent to make positive adjustments to the school environment, 70.0%; (3) referring pupils to appropriate school support staff and programs, 54.8%; and (4) referring pupils and their families to appropriate community agencies, 55.1%. Although these percents were positive, they fell short of the criterion of 80 percent, as specified in Criterion 3.2. Therefore Criterion 3.2 was not attained.

Table 14

Effectiveness of the HSCA/SSS Merged Program In Terms of Operational Objectives as Rated by Those School Administrators and School Non-administrative Staff Who Had Referred Pupils to the HSCA/SSS Program
1991-92

Overall Goals and Items	Number Responding	Average Response	Percent					
			SA (5)	A (4)	U (3)	D (2)	SD (1)	DK
The HSCA/SSS have been effective in:								
1. Safe and secure school environment								
Assisting school personnel in establishing and maintaining a safe and secure school environment (e.g., drug or weapon searches, emergency calls, assisting with irate parents or unruly pupils, dealing with conflicts and disruptions, monitoring community problems, etc.).	231	4.5	58.4	31.2	3.0	2.2	2.2	3.0
2. Liaison: schools, parents, and community								
Providing contact with parents (e.g., home visits, emergency transport of pupils, assist administrators in child custody disputes, assist when pupils missing from school, etc.).	229	4.4	58.1	31.9	2.2	3.1	2.6	2.2
Maintaining contact with community agencies (e.g., police, children's services, etc.).	229	4.1	36.2	33.2	13.1	3.5	2.2	11.8
3. Safe environment to and from school								
Helping to provide a safe environment for pupils enroute to and from school (e.g., monitoring bus stops, responding to problems on buses, responding to traffic accidents involving pupils, etc.).	226	4.3	46.9	37.2	5.8	3.1	0.9	6.2

(Table continues)

Table 14 (Continues)

Effectiveness of the HSCA/SSS Merged Program In Terms of Operational Objectives as Rated by Those
School Administrators and School Non-administrative Staff Who Had Referred Pupils to the
HSCA/SSS Program
1991-92

Overall Goals and Items	Number Responding	Average Response	Percent					
			SA (5)	A (4)	U (3)	D (2)	SD (1)	DK
The HSCA/SSS have been effective in:								
4. Liaison: school and school community (needs and resources of school, students, and community)								
Counseling with pupils, parents, teachers, and community representatives regarding problems contributing to pupils' poor school adjustment and/or disruptive behavior.	227	3.9	32.6	37.9	9.3	8.4	4.4	7.5
Helping pupils you have referred to the program to make positive adjustments to the school environment. (Please answer only if you have referred one or more pupils to the program.)	200	4.0	28.5	41.5	9.5	5.5	2.5	12.5
Referring pupils to appropriate school support staff and programs (e.g., school psychologist, GOALS program, etc.).	221	3.8	22.2	32.6	15.4	7.2	3.6	19.0
Referring Pupils and their families to appropriate community agencies (e.g., Franklin County Children's Services, drug and alcohol treatment programs, mental health agencies, etc.).	225	3.8	24.4	30.7	17.3	5.8	3.1	18.7
(Table continues)								

(Table continues)

Table 14 (Continued)

Effectiveness of the HSCA/SSS Merged Program In Terms of Operational Objectives as Rated by Those
School Administrators and School Non-administrative Staff Who Had Referred Pupils to the
HSCA/SSS Program
1991-92

Overall Goals and Items	Number Responding	Average Response	Percent					
			SA (5)	A (4)	U (3)	D (2)	SD (1)	DK
The HSCA/SSS have been effective in:								
5. Liaison: schools, police, and courts								
Providing liaison between schools, police and the courts (e.g., assist in filing reports of illegal acts, attending court hearings, coordinate effort with police, etc.).	224	4.2	41.5	33.9	6.7	3.6	2.2	12.1
6. Keep appropriate records (rated by administrators only, n=126)								
Keeping appropriate records as needed (e.g., daily activity log, incident reports, student transport summary form, pupil worksheets, mileage log, extended time records).	118	4.3	30.5	38.1	7.6	0.0	0.0	23.7

Note. The rating scale is: SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree. The remaining response, DK meant "Don't Know/Does Not Apply" and was not included in the computations for Average Response.

The HSCA/SSS Daily Log for Evaluation Purposes was used to document the activities performed by the HSCA/SSS in the effort to meet the needs of pupils, staff, and schools. Logs were collected over 18 five-day school weeks in the period from November 4, 1991 through April 3, 1992. Each HSCA/SSS logged activities daily for three randomly selected weeks during this time period.

The results of the daily log data are presented in Table 15 in terms of the activities of a HSCA/SSS in an average day during the eighteen-week period. On the average, the day of a HSCA/SSS consisted of 2.1 hours consulting with or assisting building staff, 1.7 hours in conferences with students (at an average of 12.3 students per day), 0.6 hour observing or assisting at bus stops, 0.5 hour transporting students for various reasons (at an average of 1.5 students per day), 0.5 hour in home visits or home checks, 0.3 hour of in-school parent conferences, 0.3 hour making student referrals to other school staff (such as psychologist, guidance counselor, GOALS program, etc.), 0.2 hour consulting with or assisting a bus driver, 0.2 hour involving incidents that require the filing of incident reports, 0.1 hour making student referrals to community agencies, and 2.1 hours in other activities not specifically addressed in the daily log form. The 2.1 hours of "other activities" included base operations and sick leave, as well as miscellaneous duties. Base operations involved coordination of program personnel from a central base in order to provide a swift response to emergency or other needs as they arose. This duty was rotated among HSCA/SSS personnel on a regular basis, with each HSCA/SSS serving a week at a time.

Some of the incidents to which the HSCA/SSS responded required the completion of an incident report. Among these were incidents involving weapons, assaults, drugs, theft, and vandalism. Since the number of these occurrences averaged 0.2 time per day per HSCA/SSS it would be reasonable for a HSCA/SSS to expect to have to respond to one of these incidents on the average of once every five days. In the 420 person-days logged (15 days each logged by 28 HSCA/SSS personnel) there was a total of 87 incident reports filed. Of these incidents 16 involved weapons, 16 involved theft or vandalism of employee or visitor property, 13 involved assaults, 4 involved drugs, and 38 involved other incidents. In regard to school level these incidents occurred at 14 high schools (30 incidents), 16 middle schools (38 incidents), 13 elementary schools (18 incidents), and one school system garage (one incident).

Summary/Recommendations

The Home-School-Community Agents (HSCA) and Safety-Security Specialists (SSS) programs were merged in the 1991-92 school year in order to provide greater coordination of services. The operational objectives (job description) of the program centered around providing the following: (1) a safe and secure school environment, (2) liaison between schools, parents, and the community, (3) safety to and from school, (4) liaison between school, parents, students, and the community—including direct conferences with students and parents, (5) liaison between schools, police, and the courts, and (6) keeping appropriate records. The program was staffed by 19 HSCAs and nine SSSs. Agents/specialists were based in 15 high schools and 12 middle schools, but provided services to other elementary, middle, and high schools in their respective areas.

The project had three evaluation objectives, which centered around services provided to those pupils with whom the HSCA/SSS worked on an in-depth basis. The size of the HSCA/SSS case load varied, but was typically five pupils for a SSS and 20 for a HSCA. The first objective stated that 50% of the selected pupils who were served by the HSCA/SSS for the treatment period would show a more positive attitude toward teachers, education, and school behavior. The second objective stated that at least 50% of the pupils in the evaluation sample would demonstrate a positive adjustment to those elements that interfered with their success in school. This objective required identification of those elements which appeared to be obstructing pupil achievement, and evidence of positive adjustment by at least 50% of the pupils in the evaluation sample. The third objective, to serve as a home-school-community liaison to promote understanding and provide assistance for pupil adjustment to the school environment, required that both

Table 15

Daily Averages of Activities Logged per HSCA/SSS on the HSCA/SSS
Daily Log for Evaluation Purposes Over an Eighteen-Week Interval
1991-92
N=28

Activity	HSCA Daily Averages			SSS Daily Averages			Daily Averages for Total Group		
	Number of Occurrences	Hours	Number of Pupils ^a	Number of Occurrences	Hours	Number of Pupils ^a	Number of Occurrences	Hours	Number of Pupils ^a
Consult/Assist Building Staff	11.3	1.7	—	16.4	2.9	—	12.9	2.1	—
Consult/Assist Bus Driver	0.9	0.3	—	1.2	0.2	—	1.0	0.2	—
Observe/Assist at Bus Stops	2.3	0.5	—	3.5	1.0	—	2.7	0.6	—
Home Visits and Home Checks	1.6	0.6	—	1.1	0.3	—	1.4	0.5	—
Parent Conferences (In-School)	1.1	0.4	—	0.3	0.1	—	0.8	0.3	—
Conferences with Students	11.6	2.0	14.2	6.7	1.1	8.5	10.0	1.7	12.3
Transport Students	1.3	0.5	1.5	1.2	0.4	1.3	1.3	0.5	1.5
Students Referrals to Other Staff	2.3	0.3	—	1.4	0.2	—	2.0	0.3	—
Student Referrals to Community Agencies	0.8	0.1	—	0.6	0.1	—	0.7	0.1	—
Other	2.9	1.9	—	1.5	2.4	—	2.5	2.1	—
Incidents Requiring Incident Reports	0.2	0.1	—	0.3	0.2	—	0.2	0.2	—

^aNumber of Pupils" was collected for only two items, "Conferences with Students" and "Transport Students."

80% of the pupils served and 80% of the professional staff members referring pupils to the program would perceive that the HSCA/SSS promoted understanding and assistance to pupils for adjustment to the school environment. It also required documentation of weekly activities of the HSCA/SSS in carrying out this objective.

Evaluation Objective 1.0 was attained. More than the requisite 50% of pupils (53.2%) showed improvement in their attitude as measured by the Total Score of the Demos D Scale (DDS). Improvements in the following areas were found to be statistically significant: attitudes toward education, attitudes toward school behavior, and total score at grade 11; attitudes toward teachers, attitudes toward education, and total score at grade 12; and attitudes toward education in the average across grades.

The primary purpose of the DDS is to determine the probabilities of a pupil dropping out of school. The assumption is made that students who are likely to drop out of school have a poor attitude about teachers and school. The test publisher states that the DDS may be used to identify students with strongly negative attitudes toward teachers and school but cautions that DDS scores be used with all other available information concerning the student. It is not advisable that DDS scores by themselves be used for definitive diagnostic purposes.

The first criterion of Evaluation Objective 2.0, identification of those elements which appeared to be obstructing pupil achievement, was evaluated on the basis of the Pupil Entry Information Sheet. The instrument provided individual pupil data which could be used by the HSCA/SSS, as well as for project evaluation. The four most frequent reasons for referral to the overall project were poor grades, peer conflict, poor attitude, and disruptiveness. The most frequent referral reason among pupils served in HSCA case loads was peer conflict, while the number one referral reason among pupils served in SSS case loads was poor grades. Of the 424 pupils who comprised the initial HSCA/SSS case loads, 334 (78.8%) were referred for two or more reasons.

The second criterion of Evaluation Objective 2.0, evidence of pupil adjustment by at least 50% of the selected pupils was primarily evaluated on the basis of individual data from the Pupil Census Forms. As rated by the HSCA/SSSs, 57.7% of the 485 pupils in the evaluation sample showed evidence of improvement in relation to their original referral reasons (46.4% showing "improvement," and 11.3% showing "marked improvement"). HSCA/SSSs also gave positive ratings to 49.5% of the pupils regarding academic improvement, and 55.7% of the pupils regarding social adjustment. Further verification of the attainment of this criterion was provided by the Pupil Questionnaire and the HSCA/SSS Program Survey. Pupils responding to the Pupil Questionnaire reported that they were getting along better with their teachers (66.5%), families (41.4%), and friends (53.1%) since talking with the HSCA/SSS. Results from the HSCA/SSS Program Survey show that 70.0% of staff members who had referred pupils to the program agreed or strongly agreed that the program was effective in helping the referred pupils adjust to the school environment. The data indicated that both criteria for Objective 2.0 were met; thus Objective 2.0 was achieved.

The first criterion of Evaluation Objective 3.0 was that 80% of the pupils served would perceive that the HSCA/SSS promoted understanding and provided assistance for their adjustment to the school environment. A total of 239 pupils responded to a Pupil Questionnaire. Analysis of the Pupil Questionnaire data indicated that well over 80% of the pupils perceived the HSCA/SSS as promoting understanding, and well over 80% also perceived the HSCA/SSS as providing assistance. These data indicate that Criterion 3.1 was achieved. In addition, a majority of the pupils perceived that they had actually improved in each of the following areas: classroom attendance (69.4%), keeping up with assignments (68.8%), and getting along better with teachers (66.5%). A number of pupils also perceived that they were getting along better with their families (41.4%) and friends (53.1%). In regard to specific activities most often performed by the HSCA/SSS on behalf of the pupils, 81.2% of the pupils reported discussing their problems with the

HSCA/SSS, 46.0% reported home visits, and 43.9% reported arrangement of conferences with their teachers.

The second criterion of Evaluation Objective 3.0 was that 80% of the professional staff who referred pupils to the HSCA/SSS would perceive that the HSCA/SSS promoted understanding and provided assistance for the adjustment of pupils to the school environment. Four items related to this criterion were included in the HSCA/SSS Program Survey, a staff survey which was distributed to school administrators, school non-administrative personnel, HSCA/SSS personnel, and the Police Juvenile Investigative Unit. For purposes of applying this criterion to Objective 3.0, a separate subgroup analysis was performed on the responses of the 233 administrative and non-administrative staff members who indicated on the survey that they had referred one or more pupils to the program. The criterion-related items, and the percents of the subgroup respondents who agreed or strongly agreed that the program was effective in these regards, were as follows: (1) counseling with pupils, parents, teachers, and community representatives regarding problems contributing to pupils' poor school adjustment and/or disruptive behavior, 70.5%, (2) helping pupil(s) referred to the program by the respondent to make positive adjustments to the school environment, 70.0%; (3) referring pupils to appropriate school support staff and programs, 54.8%; and (4) referring pupils and their families to appropriate community agencies, 55.1%. Although these percents were positive, they fell short of the criterion of 80 percent, as specified in Criterion 3.2. Therefore Criterion 3.2 was not attained.

Evaluation Objective 3.0 also required documentation of HSCA/SSS activities to meet the goals and needs of the pupils. Analysis of the HSCA/SSS Daily Log for Evaluation Purposes indicated that an average HSCA/SSS work day included 2.1 hours consulting with or assisting building staff, 1.7 hours in conferences with students (at an average of 12.3 students per day), 0.6 hour observing or assisting at bus stops, 0.5 hour transporting students for various reasons (at an average of 1.5 students per day), 0.5 hour in home visits or home checks, 0.3 hour of in-school parent conferences, 0.3 hour making student referrals to other school staff (such as psychologist, guidance counselor, GOALS program, etc.), 0.2 hour consulting with or assisting a bus driver, 0.2 hour involving incidents that require the filing of incident reports, 0.1 hour making student referrals to community agencies, and 2.1 hours in other activities not specifically addressed in the daily log form. Incident reports were required whenever the HSCA/SSS had to deal with incidents involving such matters as weapons, assaults, drugs, theft, and vandalism. On the average, each HSCA/SSS had to respond to one of these situations about once a week.

As stated earlier, the program had Operational Objectives, which delineated the duties of the HSCA/SSS, and evaluation objectives, which centered around services provided on an in-depth basis to pupils in the HSCA/SSS case loads. Since in-depth individual pupil service was not the only area of service by the HSCA/SSS, further assessment was desired in regard to all six of the program's Operational Objectives. The HSCA/SSS Program Survey, in addition to its application to Evaluation Objective 3.0, was used to assess the program's effectiveness in terms of its Operational Objectives. The survey was distributed to a diverse population: school administrative and non-administrative staff, HSCA and SSS staff, and the Police Juvenile Investigative Unit. Elementary school, middle school, and high school staff were represented. Completed surveys were returned by 453 (47.2%) of the 960 staff members receiving the survey. The percent of respondents who "agreed" or "strongly agreed" that the program was effective in regard to its operational objectives can be summarized as follows: (1) establishing and maintaining a safe and secure school environment (one item) 77.5%; (2) establishing and maintaining liaison between schools, parents, and the community (two items) 77.5% regarding parent contact and 58.4% regarding community agency contact; (3) providing safety to and from school (one item) 72.4%; (4) serving as liaison between school and school community (four items regarding direct service to pupils with adjustment or behavior problems) 55.9% regarding counseling, 53.0% regarding positive adjustments to school, 45.3% regarding referral to appropriate school staff/programs, and 44.9% regarding referral to community agencies; (5) providing liaison between schools, police, and the courts (one item) 62.5%; and (6) keeping appropriate records (one item, rated by administrators, HSCAs and SSSs only) 70.1%. Respondents who

had referred one or more pupils to the program tended to be more familiar with the program than those who had not, as evidenced by the number of "Don't Know/Not Applicable" responses. The "Don't Know/Not Applicable" responses were included in the frequency distributions, but not in the computation of average ratings.

Average ratings for the HSCA/SSS Program Survey were computed on a five point scale where "Strongly Agree" equaled 5 and "Strongly Disagree" equaled 1. Average ratings for the total survey group ranged from 3.8 (between "Undecided" and "Agree") to 4.3 (between "Agree" and "Strongly Agree"). The average ratings in regard to the six operational objectives were as follows: (1) safe and secure school environment (one item) 4.3; (2) liaison between schools, parents, and community (two items) 4.3 for parent contact and 4.1 for contact with community agencies; (3) safety to and from school (one item) 4.3; (4) liaison between school and school community (four items) 3.9 for counseling, 4.0 for positive adjustments to school, 3.8 for referral to school staff/programs, and 3.8 for referral to community agencies; (5) liaison with police and courts (one item) 4.2; and (6) keeping appropriate records (one item, rated by HSCA/SSSs and administrators only) 4.3.

The data would indicate that the merger of the Home-School-Community Agents and the Safety and Security Specialists into one coordinated program was for the most part successful. The merged program fully met two of its three evaluation objectives, and met one of the two criteria for the third objective. In addition the merged program received generally favorable ratings in terms of its six operational objectives in a broadly based staff survey. Areas receiving the highest ratings in the staff survey included maintaining a safe and secure school environment, contact with parents, safety to and from school, and maintaining appropriate records. Weaker but still positive ratings were given in the area of liaison between the school and school community, which is the area involving in-depth work in helping disruptive pupils adjust to the school environment. The following recommendations are made with the recognition that further program unification for the 1992-93 school year has already occurred. A new program, the Student Safety Specialists, has been formed from the previous HSCA and SSS programs.

1. In-depth work with disruptive pupils should continue as an integral part of the new program.
2. Specialists should be freed from a number of extraneous tasks at the building level. This should be possible under the reorganized program of 1992-93, since specialists will be reporting directly to their program director.

References

- Demos, G.D. (1980). The Demos D (Dropout) Scale. Los Angeles, California: Western Psychological Services.

Appendix A
Objectives and Activities
(Operational Objectives)

HOME-SCHOOL-COMMUNITY AGENT/SAFETY-SECURITY SPECIALIST

Objectives and Activities

1991-92 School Year

Objective :

To assist school personnel in establishing and maintaining a safe and secure school environment.

Activities:

Assist administrators in searches for weapons, drugs, explosive devices, etc.

Respond to emergency calls from schools relative to injured students or staff. Assist with transportation as necessary, when not transported by an emergency squad.

Assist administrators with irate parents, severely unruly students and outsiders in the building or on school property.

Act as a mediator to help resolve peer and teacher/student conflicts within the school.

Monitor, to the degree possible, high traffic periods (opening and closing of the school day and lunch periods) at high schools, middle schools and elementary schools. Be alert for outsiders possible altercations, weapons, and other sources of disruption.

Work with students, families, school and community to prevent escalation of community problems into the schools.

Objective:

To establish and maintain continuous contact as a liaison between schools, parents and the community.

Activities:

Make home visits and parent contacts when schools cannot reach parents by phone. Transport students in emergencies only:

- Discipline and discipline removals
- Improper registration
- Parent conference request
- Illness
- Shot record exclusions
- Student injuries
- Family emergencies

Accompany school personnel on home visits when personal safety may be in question.

Assist administrators with child custody disputes until the Columbus Police or Franklin County Children's Services personnel can respond.

Respond to and assist with reports of students who disappear from school during the day, do not arrive at school in the mornings, or do not return to assigned locations at the close of the school day. This responsibility is especially critical as schools open in the fall. New elementary students regularly get on the wrong buses, miss buses and go to sleep on buses. Other students also require a period of time to learn transportation procedures.

Objective:

To assist in providing a safe environment for students enroute to and from school.

Activities:

Monitor bus stops:

- Students fighting, being assaulted and/or threatened
- Students harassing and/or being uncooperative with bus drivers
- Parents or other adults threatening students and/or bus driver
- Students trespassing and/or vandalizing property at bus stops
- Students being approached and alarmed by strangers at or near bus stops
- Drugs and/or weapons at bus stops
- Student behavior that threatens their safety or others

Respond to bus drivers calling for assistance:

- Fights and/or assaults
- Unruly, disruptive behavior jeopardizing safety
- Illegal Riders
- Students ill or injured
- Bus accidents when students are involved
- Assisting drivers when unable to proceed because of illegally parked cars or other traffic obstructions.
- Weapons on buses
- Buses unable to proceed at railroad crossings
- Motorists jeopardizing the safety of bus transportation

Respond to traffic accidents involving students on the way to or from school.

Respond to other reports of incidents involving student safety or the safety of others on the way to or from school.

Objective:

To serve as a liaison between the school and school community by identifying and interpreting the needs and resources of the school, the students (identified or referred for HSCA/SSS service) and the community.

Activities:

Counsel with students, parents, teachers and community representatives in regards to problems contributing to student's poor school adjustment and/or disruptive behavior.

Work/counsel with students repeatedly assigned to PEAK.

Act as a member of base schools' Intervention Assistance Team and share necessary information to aid in the student's success in school.

Refer and follow-up of students to school support staff and at-risk programs within the school:

- School Social Worker
- Psychologist
- Counselor(s)
- Nurse
- GRADS Program
- GOALS Program
- School Intervention Assistance Team

Refer and follow-up of students and their families to appropriate community agencies:

- Franklin County Mental Health Agencies
- Neighborhood Settlement Houses
- Drug and Alcohol Treatment Programs
- Area Hospitals' Clinics and Counseling Programs
- Franklin County Children's Services

Objective:

To act as a liaison between the schools, police and the courts.

Activities:

Assist/advise administrators, staff, students and parents regarding procedures for filing complaints with the Columbus Police Department in cases of assault, vandalism, theft, threats and other illegal acts.

Attend court hearings when subpoenaed and when the presence of school personnel is desirable.

Coordinate necessary procedures and activities with the Columbus Police Department, to secure information regarding stolen cars and property, gang activities, drugs, weapons, assaults, vandalism, school disruptions and property damage. Share information on individuals active in the aforementioned and other illegal activities.

Obtain vehicle registration information for suspicious vehicles, trespassers and illegally parked cars.

Objective:

To keep appropriate records necessary to perform the duties and activities of a Home-School-Community Agent/Safety-Security Specialist and required by the Columbus Public Schools.

Activities:

- Keep a daily log of activities.
- Complete incident reports.
- Complete daily student transport summary form.
- Maintain pupil worksheets.
- Maintain a daily mileage log.
- Maintain extended time records.

Appendix B
Dropout Probabilities by Grade

		5	25	50	70	90	Total
Pretest Dropout Probability Categories	5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	50	0 0.0	0 0.0	9 50.0	5 27.8	0 0.0	14 77.8
	70	0 0.0	0 0.0	2 11.1	0 0.0	0 0.0	2 11.1
	90	0 0.0	0 0.0	1 5.6	1 5.6	0 0.0	2 11.1
	Total	0 0.0	0 0.0	12 66.7	6 33.3	0 0.0	18 100.0

Note. Pupils on the diagonal showed no change in category. Pupils to the left of the diagonal moved to a more positive category. Pupils to the right of the diagonal moved to a more negative category.

Figure 2. Crosstabulation of the number and percent of pupils in pretest-posttest dropout probability. (Categories represent the chance of dropping out per 100 pupils, based on the Demos D Total Score for Grade 6 for the HSCA/SSS Combined Program)

		5	25	50	70	90	Total
Pretest Dropout Probability Categories	5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0.0
	50	0 0.0	0 0.0	17 54.8	5 16.1	1 3.2	23 74.2
	70	0 0.0	0 0.0	3 9.7	2 6.5	0 0.0	5 16.1
	90	0 0.0	0 0.0	1 3.2	2 6.5	0 0.0	3 9.7
Total		0 0.0	0 0.0	21 67.7	9 29.0	1 3.2	31 100.0

Note. Pupils on the diagonal showed no change in category. Pupils to the left of the diagonal moved to a more positive category. Pupils to the right of the diagonal moved to a more negative category.

Figure 3. Crosstabulation of the number and percent of pupils in pretest-posttest dropout probability. (Categories represent the chance of dropping out per 100 pupils, based on the Demos D Total Score for Grade 7 for the HSCA/SSS Combined Program.)

		5	25	50	70	90	Total
Pretest Dropout Probability Categories	5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	25	0 0.0	0 0.0	1 3.0	0 0.0	0 0.0	1 3.0
	50	0 0.0	0 0.0	19 57.6	1 3.0	2 6.1	22 66.7
	70	0 0.0	0 0.0	3 9.1	4 12.1	0 0.0	7 21.2
	90	0 0.0	0 0.0	1 3.0	2 6.1	0 0.0	3 9.1
Total		0 0.0	0 0.0	24 72.7	7 21.2	2 6.1	33 100.0

Note. Pupils on the diagonal showed no change in category. Pupils to the left of the diagonal moved to a more positive category. Pupils to the right of the diagonal moved to a more negative category.

Figure 4. Crosstabulation of the number and percent of pupils in pretest-posttest dropout probability. (Categories represent the chance of dropping out per 100 pupils, based on the Demos D total Score for Grade 8 for the HSCA/SSS Combined Program.)

		5	25	50	70	90	Total
Pretest Dropout Probability Categories	5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	50	0 0.0	2 6.5	16 51.6	5 16.6	1 3.2	24 77.4
	70	0 0.0	0 0.0	2 6.5	1 3.2	0 0.0	3 9.7
	90	0 0.0	0 0.0	4 12.9	0 0.0	0 0.0	4 12.9
Total		0 0.0	2 6.5	22 71.0	6 19.4	1 3.2	31 100.0

Note. Pupils on the diagonal showed no change in category. Pupils to the left of the diagonal moved to a more positive category. Pupils to the right of the diagonal moved to a more negative category.

Figure 5. Crosstabulation of the number and percent of pupils in pretest-posttest dropout probability. (Categories represent the chance of dropping out per 100 pupils, based on the Demos D Total Score for Grade 9 for the HSCA/SSS Combined Program.)

		5	25	50	70	90	Total
Pretest Dropout Probability Categories	5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	50	0 0.0	2 6.5	22 71.0	3 9.7	1 3.2	28 90.3
	70	0 0.0	0 0.0	0 0.0	2 6.5	0 0.0	2 6.5
	90	0 0.0	0 0.0	1 3.2	0 0.0	0 0.0	1 3.2
Total		0 0.0	2 6.5	23 74.2	5 16.1	1 3.2	31 100.0

Note. Pupils on the diagonal showed no change in category. Pupils to the left of the diagonal moved to a more positive category. Pupils to the right of the diagonal moved to a more negative category.

Figure 6. Crosstabulation of the number and percent of pupils in pretest-posttest dropout probability. (Categories represent the chance of dropping out per 100 pupils, based on the Demos D total Score for Grade 10 for the HSCA/SSS Combined Program.)

		5	25	50	70	90	Total
Pretest Dropout Probability Categories	5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	50	0 0.0	0 0.0	10 62.5	1 6.3	1 6.3	12 75.0
	70	0 0.0	0 0.0	1 6.3	0 0.0	0 0.0	1 6.3
	90	0 0.0	0 0.0	2 12.5	1 6.3	0 0.0	3 18.8
	Total	0 0.0	0 0.0	13 81.3	2 12.5	1 6.3	16 100.0

Note. Pupils on the diagonal showed no change in category. Pupils to the left of the diagonal moved to a more positive category. Pupils to the right of the diagonal moved to a more negative category.

Figure 7. Crosstabulation of the number and percent of pupils in pretest-posttest dropout probability. (Categories represent the chance of dropping out per 100 pupils, based on the Demos D total Score for Grade 11 for the HSCA/SSS Combined Program.)

		5	25	50	70	90	Total
Pretest Dropout Probability Categories	5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	25	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	50	0 0.0	0 0.0	8 61.5	0 0.0	0 0.0	8 61.5
	70	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	90	0 0.0	0 0.0	5 38.5	0 0.0	0 0.0	5 38.5
Total		0 0.0	0 0.0	13 100.0	0 0.0	0 0.0	13 100.0

Note. Pupils on the diagonal showed no change in category. Pupils to the left of the diagonal moved to a more positive category. Pupils to the right of the diagonal moved to a more negative category.

Figure 8. Crosstabulation of the number and percent of pupils in pretest-posttest dropout probability. (Categories represent the chance of dropping out per 100 pupils, based on the Demos D Total Score for Grade 12 for the HSCA/SSS Combined Program.)

Appendix C
Instruments

Numbers in parentheses are
for purposes of Data Processing

HSCA/SSS
PUPIL ENTRY INFORMATION SHEET
1991-92

PROGRAM

--	--	--	--

 (1-5)
SCHOOL CODE

--	--	--	--	--	--

 (6-8)
SOCIAL SECURITY NUMBER

--	--	--	--	--	--	--	--	--	--

 (9-17)

HSCA OR SSS NAME _____
(circle one)

School _____

Student Name			Student Number (18-23)	Grade (24-25)	REFERRAL REASON(S) (39-52)												Name and Position of Referrer	
					Hostile to Authority	Teacher Conflict	Law-Court Conflict	Class Cutting	Attendance Problem	Truancy	Family/Home Problem	Peer Conflict	Poor Grades	Poor Attitude	Drugs/Alcohol	Health Problem	Disruptive	Other (specify)
First	M.I.	Last																

PUPIL CENSUS FORM
1991-92
Program 91054

Student No. _____	Program Code _____
Legal Name _____ / _____ / _____ last first mi	
Grade _____	School Code _____
School Name _____	

Directions: Please answer all nine items for the pupil named above, regardless of whether or not you are currently serving this pupil. To do this, simply put a check mark in the blank for the appropriate response for each item.

- Has this pupil had any involvement with the court in the current school year?
☐ Yes ☐ No ☐ Unknown because pupil left
- How many months has this pupil been served by the program (including previous years)?
☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 or More
- How many contacts have you had with this pupil in the current school year?
☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-10 ☐ 11 or More
- How many in-school conferences have you held regarding this pupil (current school year only)?
☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-10 ☐ 11 or More
- How many home visits have you made regarding this pupil (current school year only)?
☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-10 ☐ 11 or More
- Did you refer this pupil to a community agency this year?
☐ Yes ☐ No
- What improvement has this pupil shown academically this year?
☐ Marked Improvement ☐ Improvement ☐ No Improvement ☐ Don't Know
 (not here long enough)
- How would you rate this pupil's progress in social adjustment this year?
☐ Marked Improvement ☐ Improvement ☐ No Improvement ☐ Don't Know
 (not here long enough)
- What was the final outcome in regard to this pupil's original referral reason(s)?
☐ Marked Improvement ☐ Improvement ☐ No Improvement ☐ Don't Know
 (not here long enough)

PUPIL CENSUS FORM
1991-92
Program 91055

Student No. _____	Program Code _____
Legal Name _____	_____
last _____	first _____ mi _____
Grade _____	
School Code _____	School Name _____

Directions: Please answer all nine items for the pupil named above, regardless of whether or not you are currently serving this pupil. To do this, simply put a check mark in the blank for the appropriate response for each item.

- Has this pupil had any involvement with the court in the current school year?
☐ Yes ☐ No ☐ Unknown because pupil left
- How many months has this pupil been served by the program (including previous years)?
☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26 or More
- How many contacts have you had with this pupil in the current school year?
☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-10 ☐ 11 or More
- How many in-school conferences have you held regarding this pupil (current school year only)?
☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-10 ☐ 11 or More
- How many home visits have you made regarding this pupil (current school year only)?
☐ 0 ☐ 1-3 ☐ 4-6 ☐ 7-10 ☐ 11 or More
- Did you refer this pupil to a community agency this year?
☐ Yes ☐ No
- What improvement has this pupil shown academically this year?
☐ Marked Improvement ☐ Improvement ☐ No Improvement ☐ Don't Know
 (not here long enough)
- How would you rate this pupil's progress in social adjustment this year?
☐ Marked Improvement ☐ Improvement ☐ No Improvement ☐ Don't Know
 (not here long enough)
- What was the final outcome in regard to this pupil's original referral reason(s)?
☐ Marked Improvement ☐ Improvement ☐ No Improvement ☐ Don't Know
 (not here long enough)

PUPIL QUESTIONNAIRE
HOME-SCHOOL-COMMUNITY AGENT PROGRAM

You have met with _____, the Home School Community Agent in your school, during this school year. The following questions give you a chance to express your feelings about how the Home-School-Community Agent has helped you. This is not a test. You do not have to give your name. When you are finished, fold your completed questionnaire and give it to a secretary in the school office, who will put it in the school mail. Thanks for your help.

Section I

Please circle ALL responses that apply to each statement.

1. Which of these ways was used by the Home-School-Community Agent to help you?
 - A. Visited my home.
 - B. Arranged a meeting(s) with my teacher(s).
 - C. Took time to discuss my problems with me.
 - D. Visited a community agency on my behalf, such as CMACAO, Health Center, or counseling agency.
 - E. Visited my bus stop.
2. Since I talked with the Home-School-Community Agent, I am getting along better with
 - A. my teachers
 - B. my family
 - C. my friends

Section II

Please circle YES or NO to each statement.

- | | | |
|--|-----|----|
| 3. When a student has trouble in school or with a teacher, it is a good idea to talk it over with the Home-School-Community Agent. | Yes | No |
| 4. The Home-School-Community Agent is an understanding person to talk with. | Yes | No |
| 5. I think I understand my own problems better since talking with the Home-School-Community Agent. | Yes | No |
| 6. The Home-School-Community Agent was helpful to me. | Yes | No |
| 7. I feel my classroom attendance has improved since meeting with the Home-School-Community Agent. | Yes | No |
| 8. I am keeping up with my assignments better since working with the Home-School-Community Agent. | Yes | No |
| 9. Students with problems can get help from the Home-School-Community Agent. | Yes | No |
| 10. The Home-School-Community Agent is a good person to have around when there is trouble. | Yes | No |

DPE 2/92

PUPIL QUESTIONNAIRE
SAFETY AND SECURITY SPECIALIST PROGRAM

You have met with _____, the Safety and Security Specialist in your school, during this school year. The following questions give you a chance to express your feelings about how the Safety and Security Specialist has helped you. This is not a test. You do not have to give your name. When you are finished, fold your completed questionnaire and give it to a secretary in the school office, who will put it in the school mail. Thanks for your help.

Section I

Please circle ALL responses that apply to each statement.

1. Which of these ways was used by the Safety and Security Specialist to help you?
 - A. Visited my home.
 - B. Arranged a meeting(s) with my teacher(s).
 - C. Took time to discuss my problems with me.
 - D. Visited a community agency on my behalf, such as CMACAO, Health Center, or counseling agency.
 - E. Visited my bus stop.
2. Since I talked with the Safety and Security Specialist, I am getting along better with
 - A. my teachers
 - B. my family
 - C. my friends

Section II

Please circle YES or NO to each statement.

- | | | |
|---|-----|----|
| 3. When a student has trouble in school or with a teacher, it is a good idea to talk it over with the Safety and Security Specialist. | Yes | No |
| 4. The Safety and Security Specialist is an understanding person to talk with. | Yes | No |
| 5. I think I understand my own problems better since talking with the Safety and Security Specialist. | Yes | No |
| 6. The Safety and Security Specialist was helpful to me. | Yes | No |
| 7. I feel my classroom attendance has improved since meeting with the Safety and Security Specialist. | Yes | No |
| 8. I am keeping up with my assignments better since working with the Safety and Security Specialist. | Yes | No |
| 9. Students with problems can get help from the Safety and Security Specialist. | Yes | No |
| 10. The Safety and Security Specialist is a good person to have around when there is trouble. | Yes | No |

DPE 2/92

Columbus Public Schools
HSCA/SSS Program Survey
for The Juvenile Investigative Unit
Columbus Police Department

In the 1991-92 school year two programs were merged to provide greater coordination of services. These two programs were the Home-School-Community Agents (HSCA) and the Safety and Security Specialists (SSS). We need your input on the effectiveness of the program this year. In Part I you are being asked to rate the services provided by the HSCA/SSS program. In Part II we would like you to share your perceptions of the program's strengths and weaknesses.

Part I - Rating of Services

Please rate each statement as to the extent to which you agree/disagree with the effectiveness of the HSCA/SSS merged program in providing the following services. Please circle the letter response which corresponds to your rating, where:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
DK = Don't Know/Does Not Apply

The HSCA/SSS have been effective in:

1. Assisting school personnel in establishing and maintaining a safe and secure school environment (e.g., drug or weapon searches, emergency calls, assisting with irate parents or unruly pupils, dealing with conflicts and disruptions, monitoring community problems, etc.).

SA A U D SD DK

Comment _____

2. Providing contact with parents (e.g., home visits, emergency transport of pupils, assist administrators in child custody disputes, assist when pupils missing from school, etc.).

SA A U D SD DK

Comment _____

3. Maintaining contact with community agencies (e.g., police, children's services, etc.).

SA A U D SD DK

Comment _____

The HSCA/SSS have been effective in:

4. Helping to provide a safe environment for pupils enroute to and from school (e.g., monitoring bus stops, responding to problems on buses, responding to traffic accidents involving pupils, etc.).

SA A U D SD DK

Comment _____

5. Counseling with pupils, parents, teachers, and community representatives regarding problems contributing to pupils' poor school adjustment and/or disruptive behavior.

SA A U D SD DK

Comment _____

6. Helping pupils you have referred to the program to make positive adjustments to the school environment. (Please answer only if you have referred one or more pupils to the program.)

SA A U D SD DK

Comment _____

7. Referring pupils to appropriate school support staff and programs (e.g., school psychologist, GOALS program, etc.).

SA A U D SD DK

Comment _____

8. Referring pupils and their families to appropriate community agencies (e.g., Franklin County Children's Services, drug and alcohol treatment programs, mental health agencies, etc.).

SA A U D SD DK

Comment _____

The HSCA/SSS have been effective in:

9. Providing liaison between schools, police and the courts (e.g., assist in filing reports of illegal acts, attending court hearings, coordinate efforts with police, etc.).

SA A U D SD DK

Comment _____

Part II - General Assessment

Please list any strengths and/or weaknesses you have noted in the HSCA/SSS program as presently organized.

1. Strengths

2. Weaknesses

THANK YOU FOR YOUR ASSISTANCE

HSCA/SSS Program Survey
for Home-School-Community Agents (HSCA)
and
Safety and Security Specialists (SSS)

In the 1991-92 school year your two programs were merged to provide greater coordination of services. We need your input on the effectiveness of the program this year. In Part I you are being asked to rate the services provided by the HSCA/SSS program. In Part II we would like you to share your perceptions of the program's strengths and weaknesses.

Part I - Rating of Services

Please rate each statement as to the extent to which you agree/disagree with the effectiveness of the HSCA/SSS merged program in providing the following services. Please circle the letter response which corresponds to your rating, where:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
DK = Don't Know/Does Not Apply

The HSCA/SSS merged program has been effective in:

1. Assisting school personnel in establishing and maintaining a safe and secure school environment (e.g., drug or weapon searches, emergency calls, assisting with irate parents or unruly pupils, dealing with conflicts and disruptions, monitoring community problems, etc.).

SA A U D SD DK

Comment _____

2. Providing contact with parents (e.g., home visits, emergency transport of pupils, assist administrators in child custody disputes, assist when pupils missing from school, etc.).

SA A U D SD DK

Comment _____

3. Maintaining contact with community agencies (e.g., police, children's services, etc.).

SA A U D SD DK

Comment _____

The HSCA/SSS merged program has been effective in:

4. Helping to provide a safe environment for pupils enroute to and from school (e.g., monitoring bus stops, responding to problems on buses, responding to traffic accidents involving pupils, etc.).

SA A U D SD DK

Comment _____

5. Counseling with pupils, parents, teachers, and community representatives regarding problems contributing to pupils' poor school adjustment and/or disruptive behavior.

SA A U D SD DK

Comment _____

6. Helping pupils who have been referred to you to make positive adjustments to the school environment.

SA A U D SD DK

Comment _____

7. Referring pupils to appropriate school support staff and programs (e.g., school psychologist, GOALS program, etc.).

SA A U D SD DK

Comment _____

8. Referring pupils and their families to appropriate community agencies (e.g., Franklin County Children's Services, drug and alcohol treatment programs, mental health agencies, etc.).

SA A U D SD DK

Comment _____

The HSCA/SSS merged program has been effective in:

9. Providing liaison between schools, police and the courts (e.g., assist in filing reports of illegal acts, attending court hearings, coordinate efforts with police, etc.).

SA A U D SD DK

Comment _____

10. Keeping appropriate records as needed (e.g., daily activity log, incident reports, student transport summary form, pupil worksheets, mileage log, extended time records).

SA A U D SD DK

Comment _____

Part II - General Assessment

Please list any strengths and/or weaknesses you have noted in the HSCA/SSS program as presently organized.

1. Strengths

2. Weaknesses

THANK YOU FOR YOUR ASSISTANCE

HSCA/SSS Program Survey
for School Administrators

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In the 1991-92 school year two programs were merged to provide greater coordination of services. These two programs were the Home-School-Community Agents (HSCA) and the Safety and Security Specialists (SSS). We need your input on the effectiveness of the program this year. In Part I you are asked to complete the general information. In Part II you are being asked to rate the services provided by the HSCA/SSS program. In Part III we would like you to share your perceptions of the program's strengths and weaknesses.

Part I - Preliminary Items

Please answer each of the following items by placing an X in the appropriate blank.

Your assignment is in a(n)
☐ Elementary School
☐ Middle School
☐ High School
☐ Other

Have you referred one or more pupils
to the HSCA or the SSS Program
during the present school year?
☐ Yes ☐ No

Part II - Rating of Services

Please rate each statement as to the extent to which you agree/disagree with the effectiveness of the HSCA/SSS merged program in providing the following services. Please circle the letter response which corresponds to your rating, where:

SA = Strongly Agree
A = Agree
U = Undecided

D = Disagree
SD = Strongly Disagree
DK = Don't Know/Does Not Apply

The HSCA/SSS have been effective in:

1. Assisting school personnel in establishing and maintaining a safe and secure school environment (e.g., drug or weapon searches, emergency calls, assisting with irate parents or unruly pupils, dealing with conflicts and disruptions, monitoring community problems, etc.).

SA A U D SD DK

Comment _____

2. Providing contact with parents (e.g., home visits, emergency transport of pupils, assist administrators in child custody disputes, assist when pupils missing from school, etc.).

SA A U D SD DK

Comment _____

The HSCA/SSS have been effective in:

3. Maintaining contact with community agencies (e.g., police, children's services, etc.).

SA A U D SD DK

Comment _____

4. Helping to provide a safe environment for pupils enroute to and from school (e.g., monitoring bus stops, responding to problems on buses, responding to traffic accidents involving pupils, etc.).

SA A U D SD DK

Comment _____

5. Counseling with pupils, parents, teachers, and community representatives regarding problems contributing to pupils' poor school adjustment and/or disruptive behavior.

SA A U D SD DK

Comment _____

6. Helping pupils you have referred to the program to make positive adjustments to the school environment. (Please answer only if you have referred one or more pupils to the program.)

SA A U D SD DK

Comment _____

7. Referring pupils to appropriate school support staff and programs (e.g., school psychologist, GOALS program, etc.).

SA A U D SD DK

Comment _____

The HSCA/SSS have been effective in:

5. Referring pupils and their families to appropriate community agencies (e.g., Franklin County Children's Services, drug and alcohol treatment programs, mental health agencies, etc.).

SA A U D SD DK

Comment _____

6. Providing liaison between schools, police and the courts (e.g., assist in filing reports of illegal acts, attending court hearings, coordinate efforts with police, etc.).

SA A U D SD DK

Comment _____

7. Keeping appropriate records as needed (e.g., daily activity log, incident reports, student transport summary form, pupil worksheets, mileage log, extended time records).

SA A U D SD DK

Comment _____

Part III - General Assessment

Please list any strengths and/or weaknesses you have noted in the HSCA/SSS program as presently organized.

1. Strengths

2. Weaknesses

THANK YOU FOR YOUR ASSISTANCE

HSCA/SSS Program Survey
for School Staff

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In the 1991-92 school year two programs were merged to provide greater coordination of services. These two programs were the Home-School-Community Agents (HSCA) and the Safety and Security Specialists (SSS). We need your input on the effectiveness of the program this year. In Part I you are asked to complete the general information. In Part II you are being asked to rate the services provided by the HSCA/SSS program. In Part III we would like you to share your perceptions of the program's strengths and weaknesses.

Part I - Preliminary Items

Please answer each of the following items by placing an X in the appropriate blank.

Your assignment is in a(n)
☐ Elementary School
☐ Middle School
☐ High School
☐ Other

Have you referred one or more pupils
to the HSCA or the SSS Program
during the present school year?
☐ Yes ☐ No

Part II - Rating of Services

Please rate each statement as to the extent to which you agree/disagree with the effectiveness of the HSCA/SSS merged program in providing the following services. Please circle the letter response which corresponds to your rating, where:

SA = Strongly Agree
A = Agree
U = Undecided

D = Disagree
SD = Strongly Disagree
DK = Don't Know/Does Not Apply

The HSCA/SSS have been effective in:

1. Assisting school personnel in establishing and maintaining a safe and secure school environment (e.g., drug or weapon searches, emergency calls, assisting with irate parents or unruly pupils, dealing with conflicts and disruptions, monitoring community problems, etc.).

SA A U D SD DK

Comment _____

2. Providing contact with parents (e.g., home visits, emergency transport of pupils, assist administrators in child custody disputes, assist when pupils missing from school, etc.).

SA A U D SD DK

Comment _____

The HSCA/SSS have been effective in:

3. Maintaining contact with community agencies (e.g., police, children's services, etc.).

SA A U D SD DK

Comment _____

4. Helping to provide a safe environment for pupils enroute to and from school (e.g., monitoring bus stops, responding to problems on buses, responding to traffic accidents involving pupils, etc.).

SA A U D SD DK

Comment _____

5. Counseling with pupils, parents, teachers, and community representatives regarding problems contributing to pupils' poor school adjustment and/or disruptive behavior.

SA A U D SD DK

Comment _____

6. Helping pupils you have referred to the program to make positive adjustments to the school environment. (Please answer only if you have referred one or more pupils to the program.)

SA A U D SD DK

Comment _____

7. Referring pupils to appropriate school support staff and programs (e.g., school psychologist, GOALS program, etc.).

SA A U D SD DK

Comment _____

The HSCA/SSS have been effective in:

8. Referring pupils and their families to appropriate community agencies (e.g., Franklin County Children's Services, drug and alcohol treatment programs, mental health agencies, etc.).

SA A U D SD DK

Comment _____

9. Providing liaison between schools, police and the courts (e.g., assist in filing reports of illegal acts, attending court hearings, coordinate efforts with police, etc.).

SA A U D SD DK

Comment _____

Part III - General Assessment

Please list any strengths and/or weaknesses you have noted in the HSCA/SSS program as presently organized.

1. Strengths

2. Weaknesses

THANK YOU FOR YOUR ASSISTANCE

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COLUMBUS PUBLIC SCHOOLS
HSCA/SSS Daily Log for Evaluation Purposes

Fill out one sheet for each day during your assigned week.

Name _____ Date _____

Log ID Number _____	<u>Total Number of Occurrences</u>	<u>Total Time</u> Hrs. Min.	
Consult/Assist Building Staff	_____	_____	_____
Consult/Assist Bus Driver	_____	_____	_____
Observe/Assist at Bus Stops	_____	_____	_____
Home Visits and Home Checks	_____	_____	_____
Parent Conferences (In-School)	_____	_____	_____
Conferences with Students	_____	_____	_____
Number of Students _____			
Transport Students	_____	_____	_____
Number of Students _____			
Student Referrals to Other Staff	_____	_____	_____
Student Referrals to Community Agencies	_____	_____	_____
Other	_____	_____	_____

THE FOLLOWING ACTIVITIES REQUIRE THE COMPLETION OF AN INCIDENT REPORT

Weapons	_____	_____	_____
Assaults	_____	_____	_____
Drugs	_____	_____	_____
Gangs	_____	_____	_____
Theft/Vandalism of Employee or Visitor Property	_____	_____	_____
Other Incidents that Need to be Made a Matter of Record	_____	_____	_____

Number of Schools
Visited Today _____

Please list any school(s) for which you filled out an Incident Report today.
